An artistic painting of an open wooden door leading to a courtyard. The door is made of vertical wooden planks and has three metal knobs on the left side. The courtyard beyond the door features a tiled roof, wooden support columns, and a small bench. The scene is bathed in warm, golden light, suggesting a sunset or sunrise. The overall style is painterly and evocative.

OLD TOWN SAN DIEGO STATE HISTORIC PARK

*Strategic Plan
for
Interpretation*

CALIFORNIA STATE PARKS
2005

OLD TOWN SAN DIEGO STATE HISTORIC PARK

*Strategic Plan
for
Interpretation*

Arnold Schwarzenegger
Governor

Mike Chrisman
Secretary for Resources

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CALIFORNIA STATE PARKS
2005

Old Town San Diego State Historic Park
STRATEGIC PLAN FOR INTERPRETATION

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OLD TOWN SAN DIEGO STATE HISTORIC PARK

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OLD TOWN SAN DIEGO STATE HISTORIC PARK

Strategic Plan for Interpretation

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Introduction

On the edge of a continent, the historic community of Old Town San Diego was both a frontier for its Mexican and later American population and part of an international trade zone. The area once controlled by the Spanish through Mission San Diego de Alcalá founded in 1769, and the nearby military *presidio*, is considered by many to be the birthplace for modern California history. The *pueblo* of San Diego, which emerged fifty years later, tells a



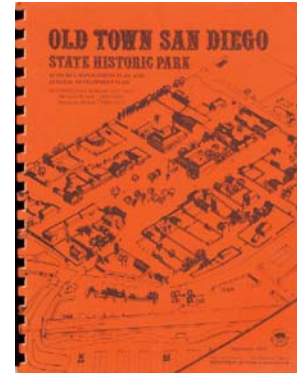
Old Town San Diego in 1846

distinct story of its own. Old Town San Diego State Historic Park commemorates the community and its transformation from a Mexican *pueblo* to an American settlement from 1821 to 1872. ("Old Town"

San Diego gained its name not quite thirty years from its founding, when in 1850 promoters began a new development closer to San Diego Bay.)

Classified as a state historic park in 1968, the park now comprises nearly 13 acres. It is located approximately 3 miles from the center of downtown San Diego ("New Town") and is near the intersection of Interstates 5 and 8. In 1977, the *Old Town San Diego State Historic Park Resource Management Plan and General Development Plan* (GDP) was produced for the park. It directed the department "to re-create the total, authentic atmosphere of the interpretive period so that visitors can experience all dimensions of that historic era."

The GDP's course for the park essentially overlooked the problems inherent with a fifty-year "flow of history" (1821-1872). Over the years, the resulting development has diverged from the reality of Old Town's past. Buildings have been built next to one another that never stood together historically. Restoration and reconstruction recommendations in the GDP were based upon the perceived history and value of each individual site, with little regard to their relationship to one another, particularly their dates of construction or their modifications. The plan gave slight attention to the cultural landscape (except in general terms) and even less to the kinds of interpretive services to be provided for park visitors. Also, it was written in the belief that concessions could create a living historic environment for the park, a relatively new idea at the time.

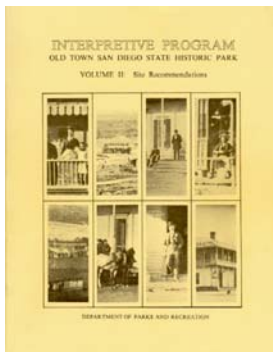
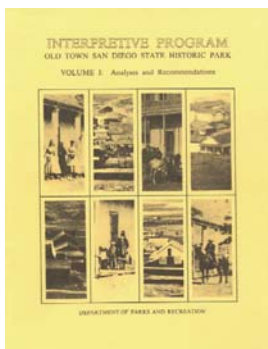


*Old Town San Diego
State Historic Park
Resource Management
and General
Development Plan, 1977
(GDP)*

Importantly, the GDP directed the department to review and revise the plan at 5-year intervals, to insure the historical integrity of the project (something that has not occurred). It further stated that, "This will be a phased development over a period of 25 years."

In the quarter century since the GDP was approved, additional research and planning has been done, much of it to accommodate reconstruction work in the park. Over the years, Old Town San Diego has seen uneven fiscal support for its operations and development, along with varying administrative and management styles. As for the original vision for Old Town expressed by the GDP, there has been inconsistent progress. Some projects have proceeded, while others have been modified or found at odds with recently uncovered historic information or in conflict with current preservation philosophies. In the meantime, expanding urbanization has continued to crowd the area, making the park boundaries more difficult to discern and taking away from the original rural character of the surrounding landscape.

With the GDP's initial phase of development nearing completion in 1990, special state legislation authorized the Frontera District (predecessor of the San Diego Coast District) to initiate a new plan to prioritize and carry forward the restoration and development of Old Town San Diego. Staff from the department's Office of Interpretive Services and from the district and unit worked together to create a two-volume *Interpretive Program* in January 1992. These documents identified problems and made recommendations to improve interpretive experiences for park visitors.



The 2-volume
*Interpretive Program:
Old Town San Diego
State Historic Park,*
1992

Among the contributions made by the *Interpretive Program* were the designation of park themes (none had been established in the GDP), the clarification and further development of historical information for individual park sites, recommendations for interpretive facilities, park activities, and the prioritization for new development. Like the GDP before it, the *Interpretive Program* identified what needed to happen in the park, but not the mechanisms for how they were to be accomplished. As with the GDP, several concepts were adopted and carried forward, but others were not.

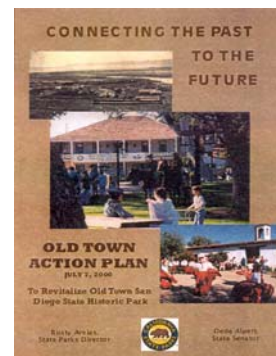
As a part of the project, six binders of maps, drawings, and photographs of historic Old Town were collected and organized. Four duplicate reference sets of these graphics were produced. In addition, *The Old Town San Diego Retailer's Reference and Historic Account Book or, Advice for Merchants Re-creating a c.1835-1872 Store* was researched, written, and published. It was produced to provide park concessionaires with a concise reference on Old Town's history and traditional business practices, including information on historic commercial furnishings, period merchandise, display and advertising techniques, and period transactions.

Ten years after the *Interpretive Program*, the *La Entrada al Pasado Interpretive Plan* was produced in March 2000. It focused on the area designated as the new formal entrance to the park, adjacent to the then recently completed Old Town Trolley Station. The plan made recommendations for interpretive development, including landscaping and facilities in and around the McCoy House and the Robinson Building, as well as for the Machado-Smith Houses (now sites). Some of these recommendations are in the process of being implemented now; others await funding or the development of a landscape plan for the area.



La Entrada al Pasado Interpretive Plan, 2000

The most recent overall planning document for the park is the *Old Town Action Plan: Connecting the Past to the Future*, produced in July 2000. It represents the culmination of many meetings with staff, volunteers, concessionaires, local community leaders and businesses. Among the items identified for Old Town was a call for “the development of a variety of innovative, interpretive and educational services that are enjoyable, meaningful, authentic, and historical, at the various historic buildings, sites, and concessions operations.” To follow up on this action item, district staff proposed re-examining and refocusing the park’s interpretation.



Old Town Action Plan, 2000

About the time of the *Old Town Action Plan*, California State Parks Director Rusty Areias and the executive staff of the department recognized the need to reinvigorate all of its historic “old towns,” not just Old Town San Diego. They felt visitors should be able to come to parks for unforgettable encounters with the past, to experience, first-hand, the lifestyles and authentic environments of times gone by. It was with that in mind that the “Old Towns” Initiative was begun in 2001.



The “Old Towns” Initiative of California State Parks, 2001

The "Old Towns" Initiative

Purpose

California State Parks will develop and implement recommendations for interpretive services and activities that will further distinguish and enhance parks with historic communities as cultural resource centers.

Goals

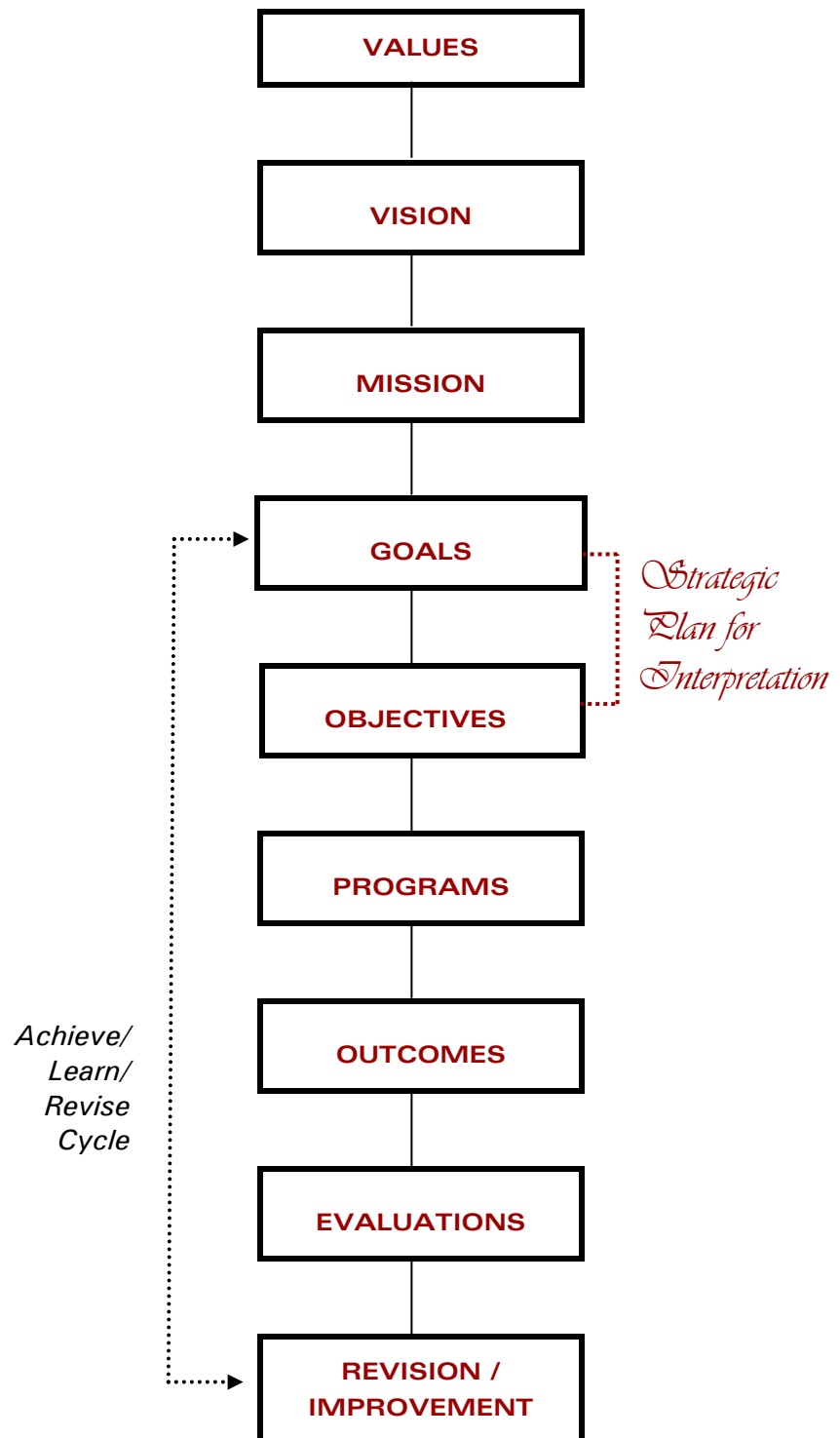
- To make California State Parks' "old towns" come alive—re-creating their vital, exciting character.
- To engage park visitors on a daily basis for fun, as well as education.
- To bring authenticity to "old towns" that will renew interest in them as valuable repositories of California history and culture.
- To initiate appropriate special events.
- To support and encourage concession activities promoting history.
- To provide resources that will enhance the historic environments.
- To create long-term strategies for interpretive programming.

The Old Towns Initiative's analyses would begin with, and concentrate on Old Town San Diego State Historic Park, and any pertinent recommendations and benefits would be applied subsequently to Monterey and Columbia State Historic Parks, as well as other historic communities in the system. Staff from the Interpretation and Education Division was given the lead for the project.

Consolidation of these two efforts by San Diego Coast District and the Interpretation and Education Division was deemed the best strategy for Old Town San Diego. Combining the *Old Town San Diego Action Plan* with the direction of the statewide "Old Towns" Initiative would help establish a more comprehensive approach for the park and for statewide interpretation. A planning team comprised of staff from Old Town San Diego SHP, the San Diego Coast District, the Southern Service Center, and the Interpretation and Education Division, was established to develop a *Strategic Plan for Interpretation* (SPI). From the outset of the project, it was agreed to utilize the goals identified in the Old Towns Initiative. The results of these efforts are represented in this document.

This SPI presents an approach to long-range planning that follows the model illustrated on the next page.

LONG-RANGE PLANNING PROCESS



This document represents the comprehensive study and review undertaken by the team and their recommended “road map” for the park and its future.

The Strategic Plan for Interpretation Team:

- ✓ *reviewed the department and park unit’s mission and vision statements,*
- ✓ *examined stakeholders’ perspectives about the kind of place Old Town San Diego could be,*
- ✓ *reviewed current interpretive services and facilities in the park and how they might be improved,*
- ✓ *compared San Diego with other “old towns,”*
- ✓ *created goals with specific objectives and strategies for realizing that vision, and*
- ✓ *identified stakeholders who logically will have the responsibility for its development in a “Mechanisms for Implementation” section.*

Old Town’s story is complex, requiring highly developed interpretive services and facilities to fully represent its scope and to maximize opportunities for providing high quality educational and interpretive

*The
intent
of this
Strategic
Plan for
Interpretation
is to
provide a
dynamic process
through which
the
interpretation
of
Old Town
San Diego
can be
regularly
revisited,
revised,
refreshed,
and
improved.*

programs. While this plan provides specific tasks to pursue for improving programs, others will be formed through future interpretive planning projects that are also recommended. The SPI, however, does not end with this report. Its effectiveness will depend greatly upon follow-up assignments, the individuals, groups, and organizations responsible for implementing elements of the plan, funding, and continuous evaluation.

Participants in the process will have to be practical, resourceful, and imaginative in finding mechanisms for realizing the vision, as there are no staff or funds attached to this document. They will have to provide reassurances to a skeptical community that the solutions being proffered not only meet the plan's goals, but also are authentic and representative of Old Town's cultural diversity. Most importantly, they must demonstrate to park stakeholders a vision for the future that can be accomplished.

The intent of this *Strategic Plan for Interpretation* is to provide a dynamic process, through which the interpretation of Old Town San Diego can be regularly revisited, revised, refreshed, and improved. The interpretive programs in the park must be examined periodically at intervals not to exceed five years (as originally recommended by the GDP). This is essential for offering continual improvement and for correcting misconceptions about the past. Old Town San Diego State Historic Park can evolve and, with vision and leadership, be transformed into the kind of place all of its stakeholders have envisioned and articulated through this *Strategic Plan for Interpretation*.



Early view of Old Town from Presidio Hill, drawn by H.M.T. Powell, 1849-1850.

Mission & Vision

As this Strategic Plan will affect the future of interpretation for Old Town San Diego State Historic

Park for years to come, it is important to reexamine the core mission of California State Parks and of the park. Any recommendations must be in concert with them. Together they are presented below.

CALIFORNIA STATE PARKS

Mission

The mission of the California Department of Parks and Recreation is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high-quality outdoor recreation.

OLD TOWN SAN DIEGO STATE HISTORIC PARK

Mission

The mission of Old Town San Diego State Historic Park is to provide to the park visitor the opportunity to experience the setting of the original town (*pueblo*) of San Diego, through the preservation, restoration, reconstruction, and interpretation of the original landscape, features, buildings, objects, people, and customs. This endeavor will ensure the public a connection to the past for their enjoyment, education, and recreation.

*From the *Old Town Action Plan*, 2000

The Strategic Planning team focused its efforts on the important values interpretation can bring to and draw out from Old Town San Diego State Historic Park. Interpretation is the key for communicating with park visitors. It can stimulate the senses, challenge the imagination, and offer new perspectives. Through effective interpretation, visitors should be able to not only understand and enjoy Old Town San Diego, but also be able to relate better to California and to the preservation of its historic legacy. To that end, the planning team established the following vision and mission statements for interpretation through its meetings with stakeholders (See the “Listening to Our Stakeholders” section).

OLD TOWN SAN DIEGO
STATE HISTORIC PARK

Vision for Interpretation

Old Town San Diego transports visitors back to an ever-changing, mid-1800s frontier settlement, to experience and enjoy its sights, sounds, and smells, and to witness its evolution from a Mexican *pueblo* to an American settlement.

OLD TOWN SAN DIEGO
STATE HISTORIC PARK

Mission for Interpretation

Using traditional, contemporary, and innovative methods and technologies, the staff, volunteers, and concessions will bring Old Town San Diego’s history alive through accurate and authentic programs and services that are meaningful to our visitors today and tomorrow.

Interpretive Approach

Interpretation as used in parks, museums, and other free-choice learning

environments, is a form of communication that reveals meanings and connections—not just facts. Sam Ham, author of *Environmental Interpretation*, and one of the leading professionals in the field of interpretation, emphasizes in his book and in training sessions that people remember themes and forget isolated facts. His theories are based on extensive research and studies in cognitive psychology.

When the *Interpretive Program* for Old Town San Diego was being written ten years ago, there had been no park themes established in the 1977 *Resource Management and General Development Plan* (other than dates for interpretation). To correct this oversight, themes were developed for the park, using then-prevailing theories and practices for interpretation, and presented in Volumes I and II of the *Interpretive Program*. This *Strategic Plan for Interpretation* now offers opportunities to review those themes and to bring them up-to-date with current theories and scholarship.

Over the past ten years, there has been growing accord among interpretive professionals that themes should express basic concepts about significant resources through a single, complete statement. They should answer the question, “So what?” The park’s previous unifying theme, “Old Town San Diego: From a Mexican to an American Frontier Community,” does not fit this format. Even more importantly, the idea it conveys is vague and



Old Town residents posed in front of the American Hotel (courtesy of the Bancroft Library).

does not express the transformative experience of the frontier—the convergence of people and cultures, their cooperation, as well as their conflicts. This is the core story of Old Town and the idea park staff want visitors to “take home.” An effective unifying theme should be clear and specific, a concept that everyone—staff, docents, volunteers, and visitors—can remember.

While the primary themes presented in the *Interpretive Program* relate to the flow of history of the park, they too do not conform to the current format or philosophy of theme statements. By restating them in this SPI, it is hoped more emphasis will be given to developing programs that will expand beyond period crafts and activities, and the recitation of facts, to meaningful expressions of experiences and ideas shared by the early residents of Old Town San Diego. The use of a theme helps to differentiate from pure entertainment or instruction. It is critical for organizing information into an engaging program. Interpretation is the “art” of making information enjoyable, relevant, organized, and thematic (Ham, 1992).

In the future, when a new Interpretive Prospectus for the park is developed, the themes that follow can be expanded further, based upon additional background research. A new Prospectus should provide guidance on how to integrate the themes into the park's interpretive and educational programs and facilities.

On the pages that follow are the new Unifying Theme for the park, revised Primary Themes and Supporting Topics, and Secondary Theme.

*The use of
a theme
helps to
differentiate
interpretation
from
pure entertainment
and
instruction.*

OLD TOWN SAN DIEGO STATE HISTORIC PARK

Interpretive Themes

Unifying Theme:

On the California frontier, converging cultures transformed San Diego from a Mexican *pueblo* into an American town.

Primary Theme:

The *pueblo* of San Diego embodied people's hopes and fears on the Mexican frontier.

Supporting Topics:

- * From *presidio* soldiers to *rancho* townsmen
- * The rise and fall of *pueblo* status
- * A frontier community in the Mexican Period
- * Native Americans in a Mexican *pueblo*
- * Traditional handcrafts and activities shape the *pueblo* environment
- * Transportation and communication on the edge of the frontier
- * *Pueblo* customs mirror values of the Catholic Church
- * A trade center for the *rancho* economy and the world market

Primary Theme:

The Mexican and American War challenged traditions and changed the community.

Supporting Topics:

- * War comes to Old Town
- * New immigrants change the face of the community
- * Indian, Mexican, American and European cultures converge in Old Town
- * The frontier shapes Old Town's business community
- * Formal education assumes new importance
- * Old technology and traditions merge with new ideas
- * Government and frontier justice in transition

Primary Theme:

Increased development marked the end of the frontier era and Old Town's decline.

Supporting Topics:

- * American merchants in control
- * Meeting the needs of a growing region
- * Improved transportation brings the frontier era to a close

- * Growing up in San Diego's Old Town
- * The decline of the *Californios*
- * The displacement and removal of Indians
- * New Town gains the upper hand
- * The 1872 Fire destroys hope for Old Town's business community

Secondary Theme:

Old Town's legacy reflects the development of heritage tourism in San Diego and the preservation movement.

Supporting Topics:

- * "Ramona's Marriage Place" blurs fact with fiction
- * The early days of preserving history
- * Heritage tourism and historic preservation—an uneasy partnership
- * San Diego business leaders support the development of Old Town
- * Champions of preservation in Old Town
- * When there are no words—history told by material culture
- * The challenges and conflicts for Old Town as a community and an historic site.

Listening to Our Stakeholders

During the week of November 12, 2001, a series of meetings was set for the purpose of hearing from volunteers and docents, staff, and concessionaires of Old

Town San Diego State Historic Park. (These meetings followed earlier ones held with the park's core staff.) Each group was asked to share their unique perspectives and aspirations for the park. Through group exercises, some lively discussions ensued and a vision was articulated that proved to be a consensus of opinion about the kind of place Old Town should be. The California State Parks staff organizing the meetings included Mary Helmich from the Interpretation and Education Division, Joe Vasquez from the San Diego Coast District, Karen Beery from the Southern Service Center, and Anne Marie Tipton, who at the time was working in the park.

Separate meetings were arranged with volunteers and concessionaires to gain a better understanding of their unique viewpoints. The process used and the points of discussion, however, were nearly the same. Participants were asked to evaluate their own personal experiences at other historic parks and communities, like Colonial Williamsburg and Old Sturbridge Village. Then they were asked, what made them memorable? And conversely, what experiences had they had in places that would convince them never to return? As a follow up to these inquiries, individuals were invited to look at visitor experiences in Old Town San Diego. What made them special *or not*? In small groups of three and four, participants worked to define the single most important message or idea that visitors

should carry away from their park experience. It was in this area, that there was the greatest divergence of opinion.

A slightly different process, a visioning workshop with an outside facilitator, was arranged for staff. The intent was to build a shared vision about the kind of place Old Town could be, to identify the common elements, and to begin to focus on and prioritize objectives that would realize that vision. While the approach was not identical to the one used for the volunteers and concessions, it too was helpful for articulating the best that Old Town San Diego could be.

Results of the exercises with staff, volunteers and docents, and concessions are represented on the pages that follow.



Park staff in period Mexican attire

***Vital Elements
Wanted By Park
Stakeholders***

- ✓ Good orientation
- ✓ Accessible information about the park and its history
- ✓ Authentic daily life—more living history, more days of the week, and plenty of interaction with visitors
- ✓ Enhanced experiences that are authentic
- ✓ Good storytelling—tell true, dramatic stories, as well as folktales
- ✓ Quality museum(s) with a lot of authentic artifacts
- ✓ Lots of activities
- ✓ Balanced experiences for the visitor, but as “pure” as possible, allowing visitors to “step back in time”
- ✓ A historic environment that engages and envelopes people
- ✓ A flow of history with an emphasis on history rather than on nostalgia
- ✓ Stores with merchandise reflective of history —priced appropriately
- ✓ Staff and volunteers who are enthusiastic,
and,
- ✓ A place that is fun.

- ✓ Authentic buildings
- ✓ Everyone in character
- ✓ Up-to-date information about the history available, with interpretive materials at work stations
- ✓ Authentic attire
- ✓ Period-style food preparation
- ✓ Hands-on experiences
- ✓ Controlled messages with enough flexibility to interpret them
- ✓ Visitors able to visualize experiences of the past
- ✓ Historic residents of Old Town emphasized and connected to the park's sites
- ✓ Interpreters relating information from perspectives of the past
- ✓ Signs that reinforce a sense of place

***Other Park
Needs
Identified by
Volunteers &
Docents***

***Staff's Vision
for the State
Historic Park
Included***

- Sensory experiences—music, sounds, smells, and tastes
- An understanding of how geography and the environment shaped the community
- An authentic environment and landscape with dirt—not concrete
- Animals—chickens, goats, horses, mules, sheep, etc.
- A diversity of people and activities
- Recognizing and honoring the heritage of diverse peoples
- Presenting and interpreting authentic material culture
- Identifying and exposing myths about the past



*A State Park docent in
Old Town performing
period music*

***Issues &
Concerns
Expressed
by Staff***

- ▼ Interpretive facilities and activities are hidden in the park
- ▼ Old Town's history is sanitized
- ▼ The historic diversity of Old Town is not emphasized
- ▼ Interpretation in the park must be accurate
- ▼ Training and guidance are essential for presenting sensitive and challenging topics and messages
- ▼ Misinformation needs to be corrected for staff, docents and concessions involved with park interpretation
- ▼ Training should be identified as "park training" to encompass staff, volunteers, and concessions
- ▼ Historical information about buildings, sites, and cultural traditions should be organized and packaged for better interpretation by staff, volunteers, and concessionaires
- ▼ Concession contracts should emphasize interpretation
- ▼ Adaptive use of the park's historic buildings is often at odds with current historic preservation philosophies
- ▼ For some park buildings and sites, carrying capacities need to be established, reevaluated, or better understood
- ▼ Old Town needs to have an accurate, appropriate slogan

The historic community of Old Town San Diego was begun fifty years after the first Spanish mission and *presidio* settlement in California. The story of this later Mexican settlement and its transformation into an American town—not the mission or the *presidio*—is the prime focus of the park.

In all of the meetings with concessionaires, docents, and staff, there were many who identified Old Town San Diego as “the first European community in California” or “the birthplace” of modern California. Unfortunately, the wording in the *Resource Management Plan and General Development Plan* for the park does not prevent this misperception. On page 3, the GDP states: “Being the first European settlement in Alta California, San Diego is the birthplace of modern California history, and Old Town San Diego State Historic Park commemorates these early years of the state’s history.”

Interpretive training, programming, signage, and redirected marketing should be used to clarify the emphasis and focus of Old Town San Diego SHP, to differentiate it from the mission and *presidio*.



Banners near the park mistakenly identify Old Town as the “birthplace” of California.

Analyzing the concerns expressed through the various meetings, it is clear that all of the stakeholders want to increase the quality and quantity of interpretive and educational programs in the park. They want visitors to be aware of the significance of the site. They want experiences that are more “authentic”, more people in period attire, more historical activities, and more museums. They want the landscape to express the geography and history of the site—to be alive with sensory experiences for all park visitors.



*Park entrances off Taylor and
Congress Streets*

Current Conditions for Interpretation

The information that follows is an assessment of the existing conditions within the park. It is intended as a review of the programmatic environments and facilities, their effectiveness, and of any needs, opportunities or constraints upon them. Old Town San Diego State Historic Park is part of the larger Old Town district of San Diego. Attendance estimates for Old Town range from 4,000,000 to 7,500,000 visitors each year. These numbers are loosely based on formulas used to determine shopping mall foot traffic. Many people arrive in the evening to enjoy the park's restaurants, when most park facilities are closed. As there is no



*Entrances to the park off
Congress and Juan Streets*





Some gates leading into the park diminish its “Spirit of Place,” discouraging visitation to Old Town San Diego State Historic Park.

admission charge or single point of entry, it is difficult to calculate the park’s actual numbers of visitors.

Visitors come into the park from many directions. Although signs denote “Old Town San Diego State Historic Park” at nearly every intersection, for some it is difficult to differentiate between the park’s buildings and those of nearby commercial ventures on its perimeter. Each entrance offers visitors an entirely different perspective and experience.

Orientation

Outdoor Exhibit Shelters. On the periphery of department-owned parking lots are outdoor exhibit shelters displaying a map of the park’s facilities. Most are out-of-date and provide very little in the way of explanation about the significance of this historic community. The exhibit shelters are a continual challenge for the staff to keep current, since periodically concessions change and interpretive facilities are altered with the park’s redevelopment activities, and funds traditionally have not been available for improving the shelters.



Outdoor exhibit shelters are located near visitor parking lots.

The maps are many people's first impression and introduction to the park. They do not speak to the special history preserved by Old Town. The exhibit shelters should be reviewed for their accessibility.



The Robinson Building on the Plaza

The Robinson Building. In spite of its very evident presence on the west side of the plaza, most visitors do not realize that the orientation exhibits in the Robinson Building are provided to aid their park experience. The building needs better signage to attract visitors. A model depicting Old Town in 1872 produced by Joe Toigo gives an overview of the community and information about the park and its buildings. Messages are delivered through hand-held phones located along the perimeter of the model. More interpretive displays for the Robinson Building are in the process of being developed.

Staff offices are located upstairs in the large open area originally designated and developed for park programs, group meetings, and special activities. Some of these activities have been temporarily located in the McCoy House, but again will be displaced when new exhibits are installed in that building. The second story offices should be moved out of the Robinson Building to more suitable places in the park and the upstairs facilities returned to its intended purpose.

The McCoy House. The recently reconstructed McCoy House is designated as the park's interpretive center. Its exhibits will be in production soon. The combined experiences at the Robinson and McCoy buildings will be key to park visitors' understanding of Old Town's significance and the historical themes it represents. Upon their completion, visitors will get an overview of San Diego's history through the museum exhibits at the McCoy House and an orientation to the park's facilities in the Robinson Building. An interpretive garden representing the park's historic landscapes is planned to eventually link the two buildings.



The McCoy House, photographed in 1875

Brochures and Books. Visitors may pick up the "official" brochure for Old Town San Diego State Historic Park at several locations in the park, as well as free copies of the *Old California Gazette* (an Old Town newspaper supported by advertising). The maps and brief descriptions that each contain help to direct visitors to the park's facilities. Without them, buildings located even short distances away from the plaza, easily can be overlooked.



The reconstructed McCoy House will become the park's new interpretive center.

A small booklet on Old Town can be purchased in the interpretive sales area of the Robinson Building, maintained by the Boosters of Old Town (BOOT)—the park's cooperating association. It is also obtainable at Seeley Stables and the *Casa de Estudillo*. The booklet is one of the few publications available with supplementary historical information about Old Town's buildings and sites, but it is not very detailed and does not focus on the park themes. Occasionally the *Journal of San Diego History*, produced by the San Diego Historical Society, contains articles about Old Town. Periodically, these are offered for sale by the cooperating association. They provide one of the few sources of in-depth information for visitors to take away from their park experience.



Old Town San Diego as it was seen from Presidio Hill in 1869. Note the near-absence of trees, except along the river on the far side of the Plaza.

Historic Environment & Landscape

Period Landscaping. Old Town San Diego's landscaping is problematic. Most of the vegetation in the park, as it exists today, is a hodgepodge of historic and recently introduced plants, with many if not most, being exotics. In the plaza, the large trees and grasses that predominate were not here in the interpretive period, based upon a review of existing historical drawings and photographs. In the park, the large, non-native eucalyptus trees proved so hazardous in high winds, that they were removed in 2002. Over-watering and invasive roots in many lushly landscaped areas continually cause serious problems for park structures. They also confuse visitors about the historic nature of the landscape.



The Plaza in Old Town photographed in 2002

Old Town San Diego, like many other historic parks in the State Park System, has only recently begun to recognize and value the importance of its cultural landscape. Currently a comprehensive plan for the preservation, restoration, and management of

Old Town San Diego's landscaping is being developed.

Among the challenges of the landscape plan will be to devise strategies for re-establishing period environments that will enable both the improved function and the interpretation of spaces. Areas adjacent to historic structures, like the yard at Seeley Stables and areas in front of and behind the *Casa de Estudillo*, are under-utilized and do not relate well to their historic building functions and to Old Town's past.

Park volunteers have developed and maintained interpretive gardens behind the *Casa de Estudillo*, the Commercial Restaurant, and the *Casa de Machado y Stewart* buildings. All plans and plant species utilized in these programs should be reviewed, to insure they correspond with the historic gardening practices of Old Town. In 2001, a "Plant Palette" for Old Town San Diego was developed, but this list should be considered only provisional, until it is confirmed through pollen analyses and through more historical research.



The garden adjacent to the Casa Machado y Stewart is popular with volunteers and visitors.



A concrete road rings the plaza, detracting from the historic environment.

Landscape elements, like alleys and small cross-streets, footpaths, outbuildings, historic-style fences, wells, water pumps, watering troughs, and period street lights have been ignored in many reconstruction projects. Through the years, the leveling and paving of Old Town's streets and walkways have altered original land features and topography. This has affected not only the overall appearance of the area, but also the historic relationships of the buildings and streets to one another. Concrete street surfaces that ring the plaza create an artificial, visual disconnection between historic buildings and the plaza. To be effective, a new park landscape plan must address San Diego's historic land features, native plants, horticultural practices, road surfaces and walkways, utilitarian structures and features, and cultural traditions, as well as offer a process for their phased reintroduction.



Animal corrals were an important part of Old Town's landscape.

Animals in the Park. One of the most noteworthy additions to the park in recent years has been the introduction of two donkeys stabled behind Seeley Stables. Animals enable modern visitors to cross the bridge from the present into the past. Reestablishing animals in the Old Town landscape will help to build a sense of place and time. They were once an important part of Old Town's historic environment and they engage people in the most basic ways through sights, sounds, and smells. Chickens, goats, sheep, and pigs were once common sights for San Diegans. Mule trains, *vaqueros* on horseback, *carretas* pulled by oxen, freight wagons, mudwagons, and stagecoaches created commotion and excitement. These were everyday occurrences on the streets of San Diego. Today, there is little evidence of that past.



One of the park's donkeys

Bringing more animals and appropriate operating vehicles into the scene is essential for reestablishing an authentic, period landscape. Consideration must be given to what would be historically correct and what will be acceptable, given modern concerns for health and safety. Returning animals to Old Town can best be accomplished through the cooperative efforts and involvement of the park's stakeholders.



Intrusions. Today, visitor impressions of the park are being diminished by modern intrusions that undermine the historic environment. An increasing number of large, free-standing electrical boxes and other modern fixtures (non-period picnic tables and chairs) and obvious, modern electric lights, including recessed lights, spotlights, “Christmas” lights, and plastic *luminarias*, take the park visually in the wrong direction. Contemporary materials detract from the historic ambience. They include temporary display materials, as well as inappropriate modern media, like plastic *papel picado*, tape, and suction cups with plastic hooks on glass windows. Sometimes out-of-period (later era) objects or display items are used to lend “character” to the park. Upon closer examination, many have no real relationship to the history of the individual sites or to Old Town.

Large, free-standing electrical boxes are proliferating in Old Town.



Plastic luminarias do not contribute to the historic environment.



Music performed without amplification is most appropriate for Old Town San Diego.

Music. Pre-recorded music and non-period live music played both inside and/or outside of the park's buildings detracts from the historic setting. In the recent past, amplified, non-period music played by concessions has overwhelmed interpretive activities scheduled on living history days. With few exceptions, most music presented in the park is not suitable to Old Town's interpretive era. The park needs to establish and offer guidelines about what instruments are period-appropriate and what music should be performed. Some of this material is readily available from existing resources, but more research is needed.



Modern vehicles can disrupt park visitor experiences.

Noise. Inappropriate noise can disrupt or diminish visitor experiences. Motorized vehicles parked or used in and around the plaza, especially during peak visitor hours, are not only annoying, but erode the illusion of stepping back in time. Consideration should be given to restricting their use when and where they negatively affect the majority of park visitors.

The dominant sound that continually overwhelms the park is generated by the traffic on nearby Interstates 5 and 8. This noise has proven to be one of the greatest challenges for staff, docents, and concessionaires interpreting in the out-of-door settings of the park. Noise not only disrupts communication, but also takes away from people's ability to concentrate and learn. The daily freeway din overpowers tour guides, teachers, and park interpretive activities, making conversations difficult, at best. Outdoor activities will not be improved without some relief from the vehicular noise. The Department should investigate the feasibility of having CalTrans install sound walls on the elevated sections of freeways adjacent to Old Town. This is being done elsewhere in the state.

Historic Structures & Their Interpretation

There are seven original, 19th century buildings in the park, eighteen historic reconstructions, and more than fourteen 20th century structures. Some buildings were restored several decades ago without benefit of good documentation or a historic structures report. Following the *General Development Plan's* lead, the department has rebuilt buildings from different eras next to one another, when historically they never stood together.

Over the years, buildings have been altered as to their historic architectural details (*e.g.* Commercial Restaurant's lowered central doorway); building configurations (*e.g.* a wing constructed over the site of the *Casa de Estudillo's* historic barn); and materials used for restorations (*e.g.* concrete plaster—now gradually being replaced). Also, some reconstructions have accommodated seemingly important modern needs, such as recessed “can” light fixtures to provide additional lighting for concessions or other park purposes. The construction of the San Diego House's non-historic rear wing addition and the elimination of the many interior walls and the upstairs ceiling in the reconstructed Robinson Building are notable examples of these modifications.

Information about each of the park's buildings varies greatly. All of the original and reconstructed historic buildings (and buildings planned for reconstruction) need more research. This information is essential for creating an authentic environment, and for offering appropriate interpretation that is true to San Diego's past. Good scholarship is essential for the recognition and reception of Old Town as a credible historic community. All future developments or modifications to buildings in the park should have

historic structures reports prepared for them. In these reports, attention should be given to determining how the historic buildings and their interpretive programming will be made accessible to visitors.



A historic view of the Casa de Estudillo



Casa de Estudillo in 2002

Casa de Estudillo.

The interpretation of the *Casa de Estudillo* remains an unresolved dilemma. The *adobe* building is the oldest in the park, originally constructed between 1827 and 1829. Additions to the structure in the 1850s gave it a distinctive “U” shape. Historical photographs also reveal evidence of a large *adobe* barn, out-structures, and an *adobe* wall connecting the two wings of the building with a central doorway. An informal road at the back of the property ran between San Diego Avenue and Calhoun Street, probably enabling horse-drawn vehicular traffic better access to Seeley Stables.



Casa de Estudillo before the Hazel Waterman restoration

At the turn of the 20th century, what remained of the building (then in ruins) was purchased by John Spreckels. He hired architect Hazel Waterman to restore it c.1910 as “Ramona’s Marriage Place” (after the fictional character in a romantic novel by Helen Hunt Jackson). In the process of bringing the building back to life, Waterman made additions and modifications to the structure that did not exist historically.

Among other features, they included: construction of an *adobe* wall surrounding the yard, a wing extended over the site of the original *adobe* barn, the interior veranda roof—lowered from its historic height, and installation of a lush, exotic garden with a fountain. In its years as “Ramona’s Marriage Place,” the *Casa de Estudillo* became a touchstone for a romantic view of California history and for the *adobe* preservation movement.

When the building was refurbished again in the 1930s and the 1940s, Waterman’s additions were maintained. Now nearly 100 years later, this early “restoration” has itself become historic. Keeping the building’s 20th century appearance today, greatly affects how it is interpreted. It neither reflects the Estudillo family nor the Waterman period. These issues of preservation and interpretation have to be resolved for the *Casa de Estudillo*.

Many of the furnishings in the *adobe* are on loan from the National Society of Colonial Dames of America. Although they represent excellent examples of Spanish Colonial furniture and textiles, some may not be appropriate to this 1830s-1850s-era California *casa*. Over the years, efforts have been made to begin drafting a new interpretive/furnishing plan for the *Casa de Estudillo* to give the structure more authenticity. All have been shelved for lack of agreement or the time to do the research. The complexity of the *adobe*’s preservation issues and its history makes this no simple task. More research is required to better understand the people who resided here, their lifestyles, and the building, itself. An historic structures report, evaluating its history, room uses, and construction is essential for any future restoration, interpretation, and furnishings. Future planning should involve important stakeholders, like the National Society of Colonial Dames of America and Estudillo family descendents.



Interior views of two rooms in the Casa de Estudillo.



The Casa de Bandini after it was remodeled in 1869, as the Cosmopolitan Hotel

Cosmopolitan Hotel / Casa de Bandini. Equal to the *Casa de Estudillo* in importance to the park is the Cosmopolitan Hotel/*Casa de Bandini*, originally built c. 1829. Its history embodies Old Town's convergence of cultures, governance, and commerce. Currently, there is no interpretation about its past within or outside the structure, except for a bronze landmark plaque and information noted on the menu of the building's Casa de Bandini Restaurant.

Although much of the original structural fabric remains intact, its exterior and interior walls and their treatments have been altered (some radically) over



Casa de Bandini Restaurant photographed in 2002

the years. The building in plan was once U-shaped, and is now a distinctive "L" configuration. Historic wooden floors (for which it was well-known in the Mexican Period) and interior walls have been removed, along with turned balusters and columns on the balcony. Air conditioning also has been added.

(Before many of these alterations, the

Historic American Buildings Survey produced drawings of the structure in the mid-1940s.) Today it no longer resembles either the home occupied by the Bandini family or its appearance upon being

remodeled by Albert Seeley, as the Cosmopolitan Hotel in 1869. (Seeley added the second floor to the *adobe*.) Since the creation of the park, the building has become more recognized for its restaurant, than the significant history of Old Town San Diego it embodies.

Overgrowth and development of the building's non-period flower beds and gardens have been a concern in the past. The concrete patio neither reflects the building's history nor its known appearance in period photographs. More research is needed to evaluate the Cosmopolitan Hotel/*Casa de Bandini's* condition to guide future preservation and restoration efforts and landscaping. This information will help to direct its interpretation. Continued use of the Cosmopolitan/*Bandini* in the near term as a concession requires structural and historical analyses to be accommodated in any new concession agreement, so that necessary testing can occur. This research is essential for developing future plans for the building.



The Machado de Silvas Adobe after the fire of 1872

Commercial Restaurant / Casa de Machado de Silvas. Another significant structure on the plaza is the Commercial Restaurant/*Casa de Machado de Silvas*, originally built c.1843. It too has a complex history that complicates its interpretation. When built as the home for Maria Antonia Machado de Silvas,



The adobe c. 1905 - 1910, with its commercial doors

the structure was much smaller—only one or two rooms. Maria Antonia was listed as a resident farmer in the 1850 U.S. Census, along with her three children and a young American laborer. As with all of the buildings on the plaza, the structure was adapted for commercial purposes very early in its history. Documentary evidence indicates it had been enlarged considerably by 1854, and was called the Commercial Restaurant. A few years later in 1857, it was advertised as Antonia's Restaurant. 19th century photographs show that the building had large commercial doors with glass windows facing the plaza. They brought light into the interior of the *adobe* structure, along with customers. Like many 19th century enterprises, the building undoubtedly served a dual purpose as both a business and residence.



A view of the adobe when it was used as a chapel

Since its construction, the *adobe* has been continuously occupied by various 20th century tenants, who have added onto (another wing—since removed), torn out walls, and reconfigured the main door onto the plaza. The building today is two to three times larger then when it was originally built in the 1840s. To return and reinterpret it as a Mexican period home, as some have proposed, would create an historic anachronism—a misleading impression about its residents' lifestyles in the Mexican *pueblo*.



Poor restoration work in the 1960s has created continual maintenance problems for the adobe.

The building currently interprets the era when, in the 1850s, it was the Commercial Restaurant. The historic setting exhibits of a period restaurant and kitchen, and formal exhibits on early trade are augmented by an audio-visual program about Old Town's history. With the development of the McCoy House, this A-V program may become redundant. The formal exhibits also do not address the building's entire history and the family who owned it. The text sizes and fonts used in the current displays may not meet today's standards for accessibility.

Clearly, a historic structures report, as well as a more detailed interpretive/furnishing plan is needed to give direction to staff and volunteers for its preservation and interpretation. The interpretive plan should offer suggestions for authentic activities in front of and behind, as well as inside the building to create visitor interest. The garden and plaza landscapes need to be included in this planning effort.



San Diego Union Building photographed in 2001

San Diego Union Building. The early 1850s San Diego Union Building suffers from a lack of reliable information about the structure and the historic technology used in the original printing business. A static exhibit greets visitors each day when its doors are opened to the public. The exhibits, however, do not meet today's accessibility standards.

The park would benefit by having the building (believed to be an early pre-fabricated structure) further analyzed, along with any associated furniture and equipment on display. A new interpretive plan could provide recommendations for creating lively interactive programs, that would help increase its

visibility in the park. The *San Diego Union-Tribune* is a natural partner and stakeholder, but has been little involved with the building (this was its original site of operation) in the past. It should be encouraged to take a more active role in the preservation and interpretation.

The low wall in front of the San Diego Union building is left over from the installation of 20th century sidewalks, since removed. With the walkway now gone, it is an anomaly in the landscape that restricts visitor access and flow. The park's new landscape plan should address the area connecting the building with the street, as well as make recommendations for improving accessibility.



Northwest elevation of the Machado y Stewart house, photographed c.1900

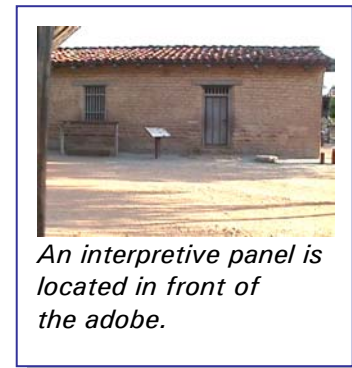


Early wooden additions were removed from the house.

Casa de Machado y Stewart. The *Casa de Machado y Stewart* is another original 1830s structure that would benefit from a historic structures report, as well as interpretive and furnishing plans. Not long after its acquisition by the state, the building's early wooden additions were removed without benefit of research or documentation. These may have been constructed as early as the 1840s and 1850s, by Jack Stewart, a carpenter, who married into the Machado family in 1845. Over the years, eleven children were born in the house to Rosa and Jack Stewart. In its present configuration, the

building represents the Mexican era Machado family—not the Stewarts. Its interpretive period needs to be clearly defined, including its name, in order to develop more authentic programming for the structure.

A worn interpretive panel outside the building represents the history, but detracts from its appearance. The panel should be relocated away from the structure, when it is redone. The *adobe* building and its surrounding landscape is heavily used for interactive interpretive activities, like gardening, food preparation, baking (in an adjacent *horno*), and *adobe* brick making. All of these activities should be related to the educational frameworks and curriculum standards of the Department of Education. Guidelines for environmental studies activities should be established for this building's use.



Over the years, several accidents have occurred at this site, when after peering through a window in the *adobe*, visitors have stepped or slipped off a small step. Future planning for the site should involve improved accessibility.

Mason Street School. The one-story, wood-frame Mason Street School building built in 1865 has been moved several times in its life. Originally constructed as a school, it later became a home, and then “The Tamale Factory.” The Historical Days Association began restoration of the school in 1952 and since 1990, has managed the property. The organization has its own group of docents, training and scheduling them independently from the park’s docent program. Currently, there is no oversight of the program by department staff and it is not clear what interpretive messages are being communicated to visitors. Because the building is heavily used by school groups, it is important for the department to work with the Historical Days Association to ensure



The Mason Street School

the programmatic activities conform to the Department of Education's curriculum standards. Also, the building is not now accessible to visitors with disabilities. A historic structures report needs to be developed for this building, as well as interpretive and furnishing plans to better guide staff.



The Altamirano-Pedrorena House in the late 19th century

Altamirano-Pedrorena House. The *adobe* building known today as the Altamirano-Pedrorena House is another of the park's original historic structures. Built in 1869, it was a family residence until the mid-20th century, when it was adapted as a restaurant and later bakery. Over the years, it has been remodeled extensively. It continued as a restaurant and bakery within the park until several years ago, when structural problems in the *adobe* walls became apparent and the building was closed for reasons of safety. Reconstruction work and preservation activities have enabled the building to be reopened as the Miner's Gem and Minerals concession, featuring rocks and minerals, and interpreting early mining. The concession offers programs to school groups and others about rocks, minerals, and period mining technology.

While some historical analysis was done for the building prior to its rehabilitation, it lacks a historic

structures report with documentation about its original configuration, former residents, and its historic uses. This information would be helpful for developing interpretive programs by park interpreters, as well as the concessionaire. As with other park concessions, the department has limited involvement in crafting the interpretive messages presented to visitors.

Other Structures Built After the Park's Interpretive Period.

More than fourteen standing structures in Old Town San Diego State Historic Park date from after the park's interpretive period (1821-1872). They include:

- Remains of the Tropic Motel (formerly Squibob Square and Dodson's Corner concessions)
- Casa de Pico Motor Hotel (Bazaar del Mundo—concession) (several buildings),
- El Opal Restaurant (Rancho El Nopal Restaurant—concession),
- La Casa Blanca (El Fandango Restaurant—concession),
- Kodak Snap Mart (Capt. Fitch's Store—concession),
- Session's Nursery/Johnson's Liquor Store (Session's Candle Shop—concession),
- Small structure used by park maintenance behind the Session's Nursery building (possibly predates Session's use),
- Beauty Shop and Launderette (El Centro Artesano—concession),



The Tropic Motel before it was adapted as Squibob Square.



Casa de Pico Motor Hotel before redevelopment as the Bazaar del Mundo.



Now a candle shop, this building was built as a nursery.



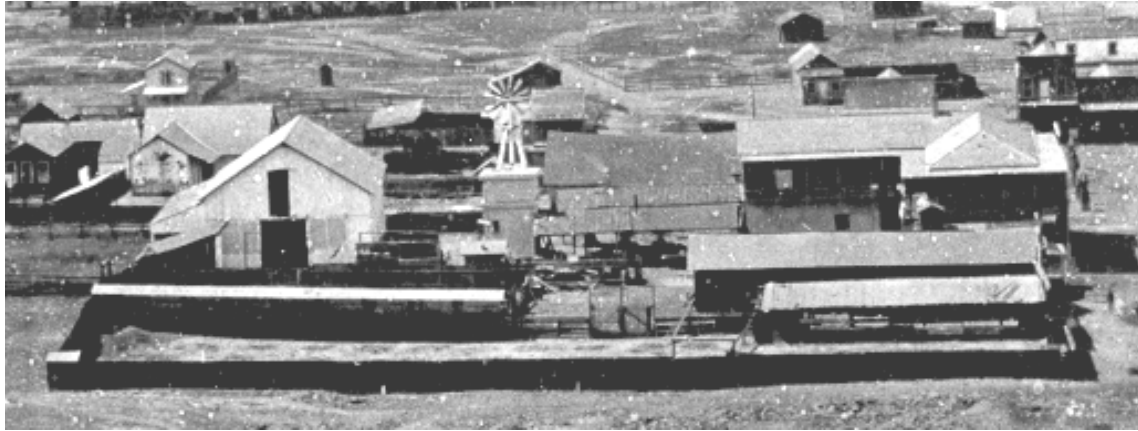
Old Town Variety became the General Store and Cousin's Candy Store.

- Toler's Leather Depot (concession—the building formerly housed the Old Town model),
- "McKinstry Dental Office" display building, formerly part of Session's Nursery,
- Restroom Building behind the Casa de Estudillo,
- Restroom Building adjacent to the Casa de Machado y Stewart.

Over the years, considerable speculation has been directed toward whether one or more of these might qualify for nomination to the National Register of Historic Places. Questions about their eligibility must be addressed through historical and architectural research. This information is critical for establishing how the buildings are to be cared for and interpreted now and in the future, and the kinds of programming that might ultimately be developed for the buildings or sites.

Reconstructions

Over the years, the department and others have reconstructed many structures in Old Town San Diego State Historic Park. Most have been developed and adapted for use as concessions. A few exceptions, like Seeley Stables, the Blackhawk Livery Stables, San Diego Courthouse, Colorado House, and the McCoy House and Robinson Building (previously mentioned) feature formal exhibits and historic setting displays on various aspects of Old Town's history. The Little Plaza School was reconfigured for restrooms in the park.



The Seeley Stable barn (left of center) and stable yard (in the foreground) in 1872

Seeley Stable. Albert Seeley's original barn, built in 1869, once held horses, vehicles, and equipment for a stageline operation during the height of the Julian Gold Rush. Between 1872 and 1874, the barn was enlarged to its present reconstructed form. The department rebuilt the barn, and its adjacent outbuildings, to help re-create the historic district, as well as to accommodate the collections of Roscoe E. Hazard, who donated a significant group of historic transportation vehicles and Western artifacts along with \$50,000 for their proper care and housing.

The stable's exhibits focus on early modes of transportation. Installed over 20 years ago, the exhibits appear worn, although their content and organization remain sound. At one time, a multi-projector, synchronized slide program presented the story of transportation in Southern California. It was removed several years ago, when a concession leased part of the building to present a multi-media program about San Diego. The concession has since left the park, but the earlier slide program formerly used in the viewing area has not been reinstalled. (The concession so altered part of the interior that it was not possible, without considerable expense, to return the space to its former use.) A short orientation video

produced by park staff about Old Town—not the transportation story—has been prepared to be shown in the barn. At this time, the viewing area is used occasionally for theatrical activities.

Upstairs in the barn’s “loft” are exhibits that can be reached only by stairs. They feature Roscoe Hazard’s very fine Native American ethnographic collections (including Hopi kachinas, pottery, and artifacts), Western saddles, photographs, and other historic interior furnishings. New exhibit cases have been developed to make the collections more environmentally secure. Most of the collections upstairs, however, do not relate well to Old Town’s history or to its interpretive period. They also are not accessible to many people with disabilities.



Over the years, the stagecoaches, carriages, and other wagons have been well-maintained and some restored. Additional outbuildings have been built to accommodate a number of them. These buildings resemble, but do not duplicate earlier historic structures. They are also offset from their original locations in the Seeley Stables yard. Visitors view the historic vehicles through the outbuildings’ glass doors. The sun’s bright glare reflected on the glass doors, however, often makes this impossible. Also, rainwater cuts gullies into the ground around the buildings, which occasionally restricts wheelchair access.

Seeley Stables and its surrounding yard comprise the largest interpretive facility in the park. It is also fenced. The site could accommodate many dynamic activities that were once part of this 19th century stables, including re-creating livery and stageline activities. Horses and mules could be made part of the daily scene (presently two donkeys are corralled here). Visitors could watch animals being shod, harnessed, and hitched to wagons and stagecoaches.

The interpretation at the stables has had no overall plan to provide guidance or to relate activities to the historic site. The yard has been used to produce Mexican military battles (not connected with Old Town's history), as well as to host occasional interactive activities for school children.

A historic structures report, detailing the original complex, its buildings, and its historic operations, should be considered key to any future development (especially building modifications or structural additions). The whole complex lacks a cohesive interpretive plan for managing its exhibits and programmatic elements. Such a plan would provide sound interpretive direction and could include recommendations that would also improve accessibility. Seeley Stables has great potential for environmental studies programs.

Blackhawk Livery Stable. Adjacent to Seeley Stables (actually part of the same yard) is the reconstructed Blackhawk Livery Stables. Seeley took over this property in 1871. The Blackhawk Livery Stable was built with very little research and is much smaller than the original building. (There is some speculation that the original structure might have been used for the storage of vehicles.) An historic structures report, with detailed analysis of the property records, documents, photographs, and archeological analysis would help to establish a better understanding of the Blackhawk's history.



Docents involved in a period woodworking project in the carpenter shop

The reconstructed building has been developed as an adaptive historic setting museum to enable demonstrations of blacksmithing. A carpenter shop was recently organized within part of the same structure. The blacksmith shop has a furnishing plan; the carpenter shop does not. Each needs plans linked to the historic use of the site, to guide the selection

and placement of artifacts and for developing appropriate programs. At the present time, park employees and volunteers offer popular blacksmithing demonstrations to visitors. Farrier activities (shoeing horses) also should be one of the regular programs featured here at the livery stables. Carpenter activities have been developed by docents. Programmatic activities need to be well-defined for the site (e.g. a wheelwright or related work). Some of the activities may require additional training. More consideration should be given also to providing better interpretation for visitors with disabilities.



The reconstructed San Diego Courthouse



The jail cell behind the Courthouse

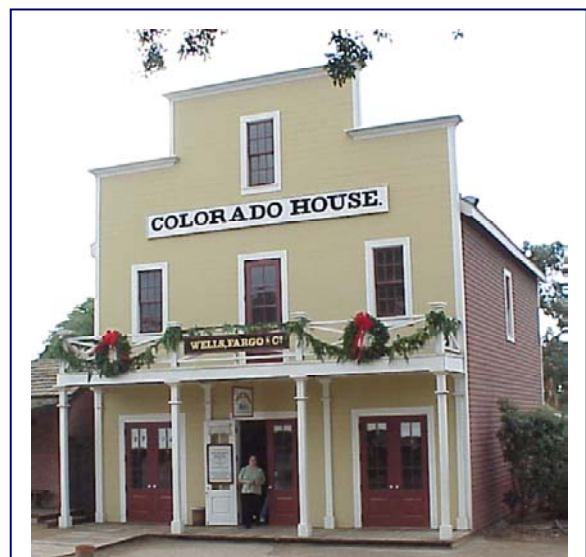
The San Diego Courthouse. The first fired brick building in San Diego was the Courthouse, constructed by members of the Mormon Battalion in 1847. The building's reconstruction was made possible by the First San Diego Courthouse Committee. The two-room building has been re-created as a courthouse museum, with period furnishings arranged in historic settings. More recently, an authentic early California jail cell, similar to the Courthouse's original iron cage was set up behind the building as part of the interpretive facility.

In its historic past, the fired brick building was often mistaken for being of *adobe* construction. A

heavy whitewash coating (commonly used on early buildings made of low-fired brick) may have contributed to that impression. Photographs indicate the building was not exposed brick as it has been reconstructed.

Courthouse volunteers keep the building open daily. They are trained and scheduled independently from other park docents. State Parks has no oversight of the program or of the messages being conveyed to visitors. Because of its pivotal role in Old Town, the Courthouse should be a focal point for many interpretive programs and historic re-creations. It could come alive with trials, elections, city council meetings, U.S. Boundary Commission proceedings, etc. These should be detailed in an interpretive plan for the structure. Such a plan should be developed with the involvement of its stakeholders. The Courthouse is disabled accessible.

The Colorado House. The two-story frame Colorado House was built originally in 1851 and through the years served as a hotel, bar, dining saloon, store, billiard parlor, post office, newspaper office, etc. After considerable research into its history and architecture, Wells Fargo Bank reconstructed the building in the park, along with its historic *adobe* annex. The structure was adapted significantly from its original configuration. The interior second floor was not installed—to accommodate a restored Wells Fargo stagecoach, which now dominates the interior of the building’s first floor. If Wells Fargo were to vacate the building, modifications to the structure might be required for future tenants and



The Colorado House reconstruction, photographed in 2002

uses. Having the analysis available about its historic uses, along with its original room configurations, and current reconstruction plans would be helpful for making good decisions about possible future uses.

The Wells Fargo concession provides not only banking services, by way of an automated teller, but also a museum facility that complements the park. Its interpretation highlights express services and banking in historic Old Town and Southern California. Exhibit cases and period artifacts present the information, along with a video program. Wells Fargo employees staff the building. Their training is independent of the department's and there is little oversight of their interpretive programming. The building is accessible, although its exhibits should be surveyed to insure they comply with the department's accessibility standards.



Restrooms now occupy the site of the historic Little Plaza School.

Little Plaza School. On the plaza adjacent to the Robinson Building is the Little Plaza School, adaptively reconstructed in the late 1980s for restrooms in the park. The small frame structure was originally built in 1856 and used for several years as a school. (It can be seen in an 1867 photograph of Old Town.) Although archeology was carried out on the site and some historical research was done, not much thought was given in the mid-1980s to alternative uses for the building, other than for much-needed restrooms. Its original historic purpose and future placement at a primary entrance to the park was ignored.

Today, visitors must travel by the restroom's doorways (often propped open), as they proceed along Old Beach Road or Garden Street toward the plaza. At the "front door" to the park, this visitor experience neither welcomes nor contributes to Old Town's sense of history. In recent years, with the

development of the Old Town Trolley Station and corresponding changes in the park, there is good reason for reconsidering the utilization of this historic site.

An escalation in the number of visiting schools and tour groups has increased the need for flexible programming spaces to provide for park orientation, environmental studies activities, interpretive training and programs, and stakeholder meetings. There are few indoor places where large groups can assemble in the daytime, that do not overwhelm interpretive facilities or take away from the enjoyment of other park visitors. In the out-of-doors, noise generated by nearby freeways is extreme, making it nearly impossible to communicate with large groups without some form of amplification (something the park tries to discourage, but often resorts to for special events).

The department should revisit the use of the Little Plaza School site. This would be a logical location for indoor group activities, given its history and its placement near the park entrance and the plaza. The existing restrooms could be relocated to the shed structure nearby, situated behind the Robinson Building. Here, they would be conveniently accessible to visitors between the McCoy House and the Robinson Building, but would not be visible, at the “front door” of the park.



Garden Street leads visitors to the Plaza by way of the park's restrooms. The doors are often propped open.



The U.S. House



Dodson's Law Office and Residence



The Trimmer-Dodson Building

Other Historic Reconstructions. Over the years, a number of historic structures have been re-created in the park and are used for concessions. They include:

- The Casa Machado de Wrightington (Bailey and McGuire Pottery—concession)
- San Diego House (concession)
- U.S. House (Apothecary and Soap Shop—concession)
- Casa de Rodriguez (Racine and Laramie—concession)
- Dodson's Law Office and Residence (Gum Saan—concession)
- Trimmer-Dodson Building (Tinsmith—concession)
- Johnson Building (ladies fine apparel—concession)
- Old Town Theatre (Miracle Theatre Productions—concession)
- Alvarado House (Alvarado Provisions—concession)
- Alvarado House Outbuilding (Shumup Ko Hup—concession)

Most reconstructions in the park have been adapted to accommodate perceived “modern” needs and activities. Modifications have included: recessed “can” lights, heating and air conditioning systems,

the removal of historic interior walls or ceilings, and construction of non-period additions. None of these changes contribute to Old Town's historic setting or to interpreting the living conditions in the past. Old Town represents an era when lowered light levels, smaller rooms, limited heating and cooling, etc. were the norm. The department has chosen to make these adaptations without fully understanding their implications or their costs to the overall visitor experience. Many of the alterations create interior appearances little different from stores outside the park or those of shopping malls.

As concession contracts for facilities are concluded and as building uses change in the park, some consideration should be given to removing modern features and restoring selected period elements to enhance the historic environments, without compromising the basic viability of the concessions or interpretive activities.

With the exceptions of the Alvarado House (Provisions and Groceries Store) and to a limited extent, the two Dodson buildings (currently the Tinsmith and Gum Saan concessions), none of the existing concession-operated reconstructions have had furnishing plans for store counters and cabinets detailed for them. Period-authentic furnishings are critical for visitors and their perception of a business as being historic. Concessionaires, with few reference materials to aid them, take a "best guess" about what is appropriate for recreating a historic interior. Books about 19th century business practices are hard to find. When concession agreements are up for renewal or bid and when the furnishings are not in keeping with the period environment or the historic style of the proposed business, the department should specify the appropriate fixtures and furnishings through modified furnishing plans included in the concession packages.



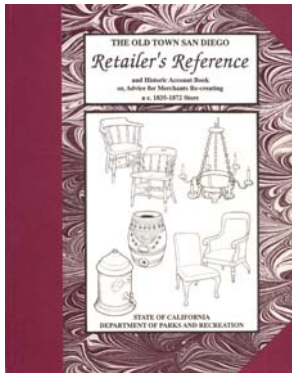
At the Robinson Building, a single door, rather than commercial double doors with glass, was installed.



Alvarado House Provisions and Groceries

Interpretive Facility Needs

Reference Resources. Several obvious “gaps” exist in the park’s interpretation of Old Town. Few structures, including concession-operated buildings, have historic structures and/or interpretive plans to focus staff, docents, and concessionaires. (The need for this information was stressed in the stakeholders’ meetings.) This reference material is essential for presenting the past authentically. Every building in Old Town State Historic Park should have research available to guide the representation of the facilities and to create appropriate interpretive programs. Associated training should accompany the distribution of these materials.



The Retailer's Reference and Historic Account Book for Old Town San Diego State Historic Park, 1993

Most interpretation of Mexican or American period commercial activities is provided by park concessionaires, with three exceptions: the Commercial Restaurant exhibit, Seeley Stables, and the Blackhawk Livery Stable. Only a small number of resources are available to guide park concessionaires about appropriate commercial activities, except for the *Old Town San Diego Retailer's Reference and Historic Account Book*. More training on period business practices and interpretation is needed, along with the compilation of more references.



Picturing Mexican California: 1821-1846

The development and distribution of *Picturing Mexican California: 1821-1846*, in a three-binder set and as CDs, as part of the Old Town’s Initiative should greatly assist department staff, concessionaires, and volunteers trying to represent the Mexican Republic Era in the park. Other like kinds of references are needed for the 1850s and 1860s eras, as well.

Historic Setting Museums and Exhibits.

The major emphasis of the department-operated historic setting museums is on residential living in the Mexican period. While visitors also can be directed to the nearby historic Whaley House on San Diego Avenue (operated by the Save Our Heritage Organization), currently there is no historic setting museum in the park interpreting a furnished, American period home. That will soon be changed in part in the near future with the development of the c.1869 McCoy House parlor, as part of the new interpretive center. Other period room vignettes—residential and commercial—are needed in the park. These could be combined with concession operations.

There is no formal interpretation of government in Old Town for the Mexican Republic Era—a major requisite for fully depicting this community’s history. The *Casa de Consistorial* (now a site) was a Mexican government structure—a logical place for its interpretation. Efforts should be made to examine all associated Spanish language records and other related archival resources, as well as performing archeology in preparation for a historic structures report on the building. Consideration should also be given to a study of the plaza and its uses in the Mexican and American periods. This information is needed to guide the appearance and activities in the Plaza.

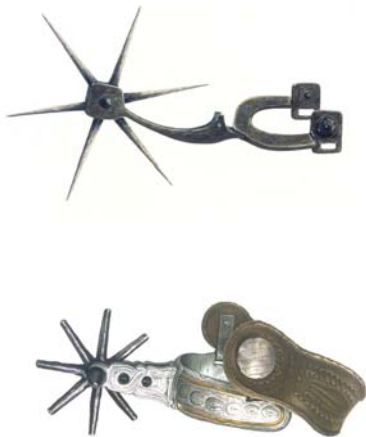


The Casa de Consistorial, once located in the middle of the Plaza

Collections. A major factor for interpreting and restoring the accuracy of Old Town San Diego is its collections. Over the years, the department has acquired some very fine, representative examples of period materials through donations. Among them is the Roscoe Hazard Collection, an excellent assemblage of historic transportation vehicles, “Western” gear, and Native American materials. A number of historic furnishings are on loan from the

National Society of Colonial Dames of America and are displayed in the Casa de Estudillo. Many of these items help the park to re-establish the past through historic setting exhibits and formal displays. They build upon the park's credentials as a significant, historic site.

Collections in the park should be evaluated to determine if they are appropriate to the 1821-1872 era. Most park buildings have no Furnishing Plans to guide period room installations. These plans are key to insuring that artifacts are appropriate and used accurately. New or updated furnishing plans are needed for all historic setting museum exhibits. Also, a modified version, developed for historic-style concessions, should be created to aid their understanding and interpretation of the historic character of their businesses. Guiding all of these Furnishing Plans should be a Scope of Collections Statement for the park. One is very much needed to direct the present and future collections of artifacts and to support its staffs' interpretive efforts.



Mexican
spurs

As was noted earlier in the Old Town San Diego State Historic Park *Interpretive Program*, Volume I:

Collections in Old Town San Diego SHP will be used for interpretive purposes only; therefore, they do not need to be exhaustive, definitive, or stored for research use. Interpretive artifacts in the collections are subject to the same policies and procedures that affect all other collections under the care of the Department of Parks and Recreation (page 31).

The material culture of Old Town's fifty year interpretive period is little understood in the park. This is partly due to the lack of written references available and to the changing, rotational nature of

staff, including department employees, volunteers and concessionaires. To be true to the period will require the park to offer ongoing specialized training that will expose and educate individuals to the historical material culture represented by the park.

Storage. Storage is a huge problem for ongoing interpretive programs and curatorial activities. Period reproductions for interpretive activities are stored in the shed structure behind the Robinson Building and in the rear wing of the Commercial Restaurant/*Casa de Machado de Silvas*. The Johnson Building provides space in its rear addition for onsite curatorial work. More space is needed in the park. The current locations also are not well suited for these activities. An analysis of the park's interpretive storage needs should be made with recommendations for future actions.

Adjacent Properties

San Diego Presidio Park and Junípero Serra Museum. On the hill overlooking Old Town San Diego are the remains of the first Spanish-era fortifications and mission—the first European settlement—on the coast of what would become California. San Diego Presidio Park encompasses earthen mounds marking the foundations of the original mission and *presidio* established in 1769. Associated with the park is the Junípero Serra Museum, originally built in 1928. Operated by the San Diego Historical Society, the museum interprets the history and artifacts associated with the site.

The story of modern California begins here. The people who once lived at the *presidio* formed the nucleus of the community that would become Old

Town. It is important for visitors to understand the linkages between the settlement on the hill and the town that evolved below, fifty years after the presidio was founded.



The CalTrans Building, adjacent to the park, stands on several historic sites associated with Old Town.

CalTrans Building. Looming beside Old Town is the massive California Department of Transportation's (CalTrans) six-story office building. It blocks the historic views between Old Town and the *presidio*, and occupies sites valuable to the history of San Diego. With the construction of a new building for CalTrans employees in the offing, possibilities for the old site and the high rise are emerging.

The department should consider acquisition of the property for its obvious value to Old Town. As CalTrans has discovered, the department may find the cost of retrofitting and maintaining the building, with its many problems could be cost prohibitive. More significantly, the CalTrans building, with its height and modern appearance, does not contribute to the environment of this National Historic District. Alternatives to the structure, including its removal and the reconstruction of the Fitch Store and House and other historic developments and landscapes along Fitch and Washington Streets should be considered.



The reconstructed Casa de Aguirre

Casa de Aguirre Property. The Roman Catholic Convent property, formerly the site of the *Casa de Aguirre* and a park in-holding, was acquired by Historical Tours of America, Inc. The convent, originally built in 1908, was moved to Old Town in 1940. After archeological excavations, its new owners moved and adapted the convent and reconstructed the Aguirre *adobe* for commercial purposes. The Old Town San Diego Marketplace, as it has been renamed, includes a small museum displaying artifacts from the site's excavations, along

with interpretive panels and a video about the building's history.

At a major entrance to Old Town San Diego State Historic Park at San Diego Avenue and Twiggs Street, its presence has implications for the park and how it is perceived by park visitors. As a good neighbor, the department should work cooperatively with the property owners and share historical materials that will help to integrate the interpretation of the properties to the satisfaction of all parties.



The Convent building has been adapted for commercial activities.

The Whaley House Museum. On San Diego Avenue outside the park's boundaries, is the Thomas Whaley House at 2482 San Diego Avenue. When originally built in 1857, the house was acclaimed the "finest new brick block in Southern California." With its adjacent granary, it has served as a family home, general store, theater, and courthouse.



The Whaley House Museum on San Diego Avenue

The museum is operated by the Save Our Heritage Organization (SOHO), a non-profit group established in 1969 to promote awareness and appreciation for San Diego's architectural and cultural heritage. Given the importance of this site to historic Old Town and the objectives shared by SOHO and the park, attention should be directed toward more collaborative activities between organizations.

Heritage Park. Adjacent to Old Town is a 7.8-acre county park dedicated to the preservation of Victorian architecture, including San Diego's first synagogue. Originally from other sites, these buildings were moved here to save them from demolition and to preserve their unique architecture. Heritage Park's later-era structures could be used for comparison with those of Old Town, to explain the development and evolution that occurred in the community.

Interpretive Programs

This section examines the daily programming available in the park, including the interpreted historic facilities and sites, scheduled tour programs, living history activities, and demonstrations. Except for special events (discussed in the next section), most interpretation is specific to individual structures. Interpretive activities typically are associated with individual buildings: confined to their interiors, beneath verandahs, or located nearby. The size of the park and its many structures tends to engulf both people and interpretive activities. When programs are held inside spaces, they seem to lose visibility, especially for first-time visitors to Old Town.



A visitor participates in a period-style election for alcalde in front of the San Diego Courthouse.

Awareness of Park Programs

Most people are not familiar with the park's historic facilities and its interpretive programs. Activities generally are not published or promoted widely except for days when special events are planned. Producing a schedule of activities would alert visitors to the menu of interpretive opportunities to be enjoyed in Old Town on a daily or weekly basis. The listing could note tours, living history activities, demonstrations, storytelling, and special events, as well as promote forthcoming activities.

This information could be shared through a variety of formats, with some purposeful redundancy—using historic-style handbills, tickets with check-off boxes, period newspaper reprints, maps with event listings, banners, as well as park activities promoted on the Internet. Experimentation will help to establish the best methods for reaching out to the public. Concessionaires also should be an integral part of any park information delivery system. Their involvement in the promotion of regularly scheduled programs now is inconsistent.



Special events are well publicized outside the park, but daily activities are not as well known.

Program Preparation

Time constraints and staff availability limit efforts to research and develop the support materials required for establishing and maintaining truly authentic park programs. Most often staff and

volunteers have to rely upon existing resources in the park library for research. There is often considerable frustration among staff and docents, alike, with the quality of Old Town San Diego reference materials. These resources need to be continually developed and updated to support the park's interpretive needs and to ensure authenticity. The district historian should be tasked with improving the resource materials in the park's library.



Biographical materials for Old Town's early residents, like Andres Pico, are now available.

In the last few years, information about Old Town's historic personalities was limited to the few, well-known figures frequenting the pages of history books. In 2001, extra efforts were made to research and organize background materials about Old Town's diverse residents from the years 1821 to 1872. Information was collected about family members and friends, their residences, occupations, community positions, opinions, anecdotes, etc. These details will greatly assist program development, offering not only more authenticity, but also more diversity in the interpretation of the historic residents of Old Town.

Every historic facility, including concession-operated buildings, should have a new or revised interpretive/furnishing plan as a guide for programming. These documents should direct many of the site-specific activities in the park, promoting the interpretive themes. In addition to these, an interpretive master plan is needed for Old Town, to provide overall coordination of the interpretive activities, including areas outside of the structures, and for historical reenactments involving more than one building. This document should take Old Town San Diego's interpretive activities beyond the 1992 *Interpretive Program* developed for the park, offering more detail for program elements in the park.

Period Attire

Appropriately costumed staff add color and animation to Old Town. They are important for recreating a vital, exciting environment. For first-time participants, acquiring the right outfit for an interpretive program may be cost prohibitive. Old Town San Diego requires a voluminous clothing closet to handle the scope of the park's interpretive period, from 1821 to 1872. Increasing the numbers of outfits would encourage greater volunteer participation. The park should have period attire for adults of all heights and sizes, as well as young people, and should be able to clothe *vaqueros*, *rancheros*, merchants, tradesmen, attorneys, ship's captains, sailors, servants, housewives, school teachers, children, and others.

Every Old Town staff member should be dressed in period attire—not just park aides, interpreters, or park rangers during special events. This clothing not only enhances the visitors' experiences and their ability to travel back in time, but also reminds everyone about the purpose of the park. As staff is limited in number, every individual counts. They are an expression of the department's commitment to authenticity. They also provide obvious examples to concessionaires and to volunteers, who may not understand the value and importance of period clothing. For some staff, wearing period attire could raise safety and union issues that may be difficult to resolve. Nevertheless, the use of period attire should be evaluated thoroughly.

An excellent costume manual developed for Sutter's Fort State Historic Park currently is being used to guide staff for the Mexican era. Guidelines are needed also to assure period clothing selected to represent the 1850-1872 era is accurate.



A Californio woman



A Californio man

Creating a Sense of Place

Parades and “spontaneous” activities of the past bring life to Old Town’s plaza.



Many visitors come to Old Town San Diego for its shopping and dining experiences. For them to derive a better understanding of the era represented by the park, they must step inside the park’s interpretive facilities. Many, however, do not take the time. The department must recognize that creating “a sense of place” for visitors outside the buildings—in the plaza and on the streets—is as important as keeping many of them open. Historic experiences in the out-of-doors setting may be the only connection visitors make with Old Town’s past or they may be the inspiration needed for visitors to look further at the exhibits and museums offered by the park.

Historic activities are essential for creating a period atmosphere. They must be visible and seen at regular intervals. Occasionally animal handlers in period attire stroll around the plaza leading two donkeys loaded with packs or staff can be seen in period attire

teaching children historic games. Simple acts like these can have an immediate, special connection with visitors. They do not have to be elaborate to be effective. Pushing a wheelbarrow filled with plants, loading goods onto a wagon, driving a horse-drawn coach, herding sheep, hawking newspapers, campaigning for votes, or ringing a bell with news for the community are actions that were once part of everyday life in Old Town. Re-creating them as “street theater” can set the stage for many memorable visitor experiences. Docents and staff involved in the park’s living history program have enlivened the park with a number of activities in recent years, but even more are needed on a daily basis, especially in the plaza and in other open areas.



Making adobe at the Casa de Machado y Stewart

There are many possibilities (like the ones noted above), that are not site specific, but could add to the character and dimension of the scene. Other activities tied to particular places may include: laundry work, food preparation and preservation, gardening, *adobe* making, weaving, sewing clothes, and arranging newly arrived merchandise in front of stores. These activities are being done now, but on a limited basis. More fact-

based information is needed to guide staff, docents, and concessionaires toward what is period appropriate, as well as how it may have appeared or been organized in the past. This is information that only can be identified and authenticated through careful research. (Refer to the Appendix and the “Activities for Old Town San Diego” for additional ideas.)

The focus for many school programs in the park is the *Casa de Machado y Stewart*. Staff and volunteers provide programs adjacent to the *adobe* building—cooking, baking, gardening, and *adobe* making. Docents also help to keep open the doors of the Commercial Restaurant/*Casa de Machado de Silvas*. They occasionally present “María’s Story,” an audio-visual program that utilizes historical images in a DVD format. It serves as an orientation to the park from the fictionalized perspective of Maria Antonia Machado de Silvas. Period-appropriate interpretive restaurant activities are needed here to enliven the spaces for visitors and to engage docents.

The park regularly maintains visitor services staff in period attire at the Robinson Building, Seeley Stables, and *Casa de Estudillo* to provide visitor contact. Some consideration should be given to historic interpretive activities that would get staff out from the behind the counters and interacting with visitors via activities that relate to each site. The Blackhawk Livery Stables’ blacksmith shop is operated intermittently with seasonal staff, who perform tasks typical of the trade.



Docents in period attire provide interpretation in the Casa de Estudillo

Tours

General tours of the park are one or two times a day to the public, 363 days a year. They last for one hour. In 2001, 634 tours were given. They are conducted primarily by seasonal park aids. Tours are not scripted, but are developed by each guide. Due to the park's limited number of staff and its seasonal turnover, tour quality is inconsistent. Alternative interpretive programs (e.g. videotaped captioned tours) are not available, but currently are being produced. Video tours will give disabled visitors more opportunities to learn about the sites in the park, especially where there may be barriers to access. More tours could be offered, if there were more trained volunteers. Volunteers with multi-lingual or sign language capabilities should be encouraged. The Boosters of Old Town San Diego (the park's cooperating association) also offers special park tours for visitors of all ages. They charge \$5 per person.

Live tours have an inherent flexibility that allows guides to focus on the interests of their audiences. They can feature historical figures, stories about Old Town families, an historical incident, daily activities or historical practices over time, cultural traditions, architecture, gardens, etc. Each visit to the park can be made unique and memorable through a tour. The park should encourage staff to focus on particular themes for certain months. With very little investment, each tour may help visitors see more of the park, while offering fresh incites that invite return trips to Old Town.



Tours of Old Town are often led by staff and docents in period attire.

With the exception of the Old Town Trolley Tours (a commercial tour venture), most interpretive services in the park do not relate to other historic sites in the area, such as Mission San Diego de Alcalá, the San Diego Presidio and Junípero Serra Museum, the Whaley House, the William Heath Davis House, New Town (Gaslamp Quarter), and San Pasqual Battlefield State Historic Park. The Founder's Trail brochure is one of the few self-guided tours linking San Diego's sites to one another, as is the recently produced "Heritage Adventures" for San Diego. More are needed to raise the public's awareness of San Diego's significant sites. Linking histories together will help to foster cooperative, reciprocal relations within San Diego's historical community.

School Programs

Thousands of students visit Old Town San Diego each year, but because of available staffing, only a very limited number can take advantage of the tours developed by park staff and docents. The programs are staff intensive. There are far more requests for them than the park is able to accommodate. In the year 2001, 138 school programs were presented by park staff. As the number of employees will not be increasing soon, a revised teacher's guide, that applies a self-guided approach should be considered, to ease concerns for all parties involved. The guide should enhance student-educator involvement in the park and their understanding of Old Town. Revisions should be made also in associated curriculum materials (4th grade and other levels) to support this effort. The teacher's guide should be placed online, as well as printed, where the guide would not only reach a broader audience, but also be economical.



Children's programs are tied into the school curriculum.

Organizing a small advisory group of teachers to assist with the development of these resources and their use by educators would be valuable for making program improvements. Additionally, creating special workshops for teachers on how best to use the park's resources during visits and in the classroom, would help to relieve some of the pressures faced by staff and docents giving school tours. Guidelines for an environmental living program (daytime experiential programs for children) are needed for the park. Consideration should be given to identifying sponsors that can help fund the purchase of historic-style clothing, accessories, and materials that will enhance and broaden children's experiences in the park.



Mexican-era Sombrero

Other schools also use the park for their educational programs. Yearly, approximately 12,000 students join a unique San Diego City Schools program that conducts instructive tours in the park by specially trained teachers. As part of a one week program, students are bussed daily to Old Town San Diego State Historic Park or to other nearby historical facilities, where programs are presented that offer school children on site educational experiences. The program is operated independently from the park. Another 12,000 students utilize Heritage Tours, a private company that provides in-park educational activities for a fee. (The program costs \$6 per child.) The department has some oversight over the content and quality of this program.



Mexican-era Poncho

The University of San Diego offers a university-level archeology class in the park. It is conducted by the district archeologist, who is also a university professor. This "cross pollination" of educators, students and the park is beneficial and should be encouraged. It helps to provide up-to-date research and the most modern interpretation of history. Much of Old Town San Diego's history is only now

being exposed and understood through archeology and recent historical research.

Opportunities abound for developing mutually beneficial programs between educational institutions (for all age levels) and Old Town San Diego State Historic Park. Scholarship must be encouraged, along with internships and community-based work activities for students. Non-traditional community educators should be invited to use the park for those teaching activities that relate to Old Town's cultural traditions. These might include cooking, blacksmithing, woodworking, period crafts, storytelling, music, etc. There are an array of possibilities for teaching programs related to Old Town's cultural traditions.

Living History and Demonstrations

Two or three times a week seasonal staff, in the role of blacksmiths, offer excellent demonstrations of their skills at the Blackhawk Livery Stables. Volunteers also work in the blacksmith shop, as well as the carpenter shop next door. Period construction projects produced by volunteers or seasonal interpreters are offered as part of the park's interpretive demonstration activities and should be encouraged. The application of period technology breathes life into the park.

Living history is an area of growing interest for docents, volunteers, and the public. Interpreters take the park's historical information and write scenarios or develop an outline for the activities. They serve as coordinators and help to promote the events through the production of flyers, brochures, and programs. Volunteers supply most of the first-person characterizations and assist with period attire, research, and the reproduction of props and other accessories. Volunteers are essential to the success of

each program. Visitor services staff set the standards and the policies for Old Town's living history activities. The program works best when staff maintain a unified voice about standards and policies for employees, volunteers, and concessionaires, alike. Over the years, the park's living history characters have been self-selected by volunteers and staff. Individuals have chosen the historic personas they wish to portray. This sometimes has resulted in historic anachronisms, when the age of the scenario's character, does not match that of the volunteer's.

Some form of living history is scheduled every Wednesday from 10 a.m. to 1 p.m. and on the fourth Saturday of every month. On Wednesdays, the programming is not well structured. Activities are dependent upon the volunteers who show up. They can range from: a docent representing an 1853 minstrel, playing period music on a banjo, harmonica, or guitar; a couple as "Sarah Robinson" and "Louis Rose," performing 1850s songs on a piano and a harmonica; and a volunteer at *Casa de Machado y Stewart* cooking Mexican-era foods, to two or three women in American period attire demonstrating crafts on the front porch of the Robinson Building (basket making, sewing, dolls, etc.).

Living history programs would benefit from new interpretive plans, detailing period-appropriate activities for each of the park's historic buildings. In these plans, special guidelines should be established to preserve the collections and the historic structures, and to ensure that activities do not damage them. An invisible line seems to have been drawn in the park between staff/volunteers and concession produced interpretive activities. As much as possible, living history should integrate all of Old Town's present-day people and sites with its history. Living history and demonstration activities should be carried out seamlessly throughout the park. Interpreting the past through living history



Bowling has proven to be very popular with park visitors.

offers unique challenges. More training is needed to aid participants—both staff and volunteers—in how to engage and interact with the public.

Presenting different themes and varying timeframes throughout the year will insure that all of Old Town’s complex history and rich cultural diversity is recognized in its programming. It also gives a fresh look to the park for visitors, volunteers, and staff. As part of this Strategic Plan, the park began focusing on thematic living history in 2002. As an experiment, park



Living history programs should be theme driven to convey a message about Old Town to visitors.

unit and headquarters staff developed a 12-month plan that offered ten themed Saturday living history events. These events were implemented with as few as eight participating volunteers and staff, to as many as 38 first-person interpreters, as with the “Installation of Juan Osuna” held in January. Each fourth Saturday was given a different focus (See the Appendix for the calendar of events). For perhaps the first time in the park, Black History Month was commemorated by focusing the living history program on the lives of two African

Americans, Allen Light and Richard Freeman. Over time, this type of programming could enable Old Town to breathe life into the history it should be representing.

Volunteers greatly enjoyed their participation in the living history events. The reader’s theater adaptation of Frances Bardacke’s *Trial of Yankee Jim* was especially popular with park volunteers and visitors. Volunteers from other parks and historical institutions, and professional and semi-professional actors joined in the presentation of the programs. Some resentment was expressed by a few long-term volunteers about using actors on a one- or two-time basis, but many regular volunteers enjoyed the

experience of working with them and appreciated their skills and interest in living history.

In hindsight, the 12-month calendar proved difficult to produce—perhaps too ambitious for the staff available. The schedule of ten events required a coordinator to research the history, find period attire and props, and create scripted scenarios for all of the first-person interpreters. Creating these programs every month was worthwhile, but very time consuming for the staff involved, who also had other responsibilities. If the resource materials were readily available, along with the staff/volunteers, and the period attire, this would have been less of a problem. However in 2003, there was only one full-time interpreter on staff—a change from the two that were in the park. It is clear, also, that a historian is needed to assist with the research, providing accurate information for the living history programs (with the vacant district historian position now filled, there may be help available for this).

As an experiment in program formatting in 2003, volunteers are being encouraged to stay at one of the park museums for the entire year and invited to develop a first-person character—real or composite—for that location. Each museum will then depict a distinct period of Old Town’s history. Major park themes encompassing the Mexican, Transitional, and American periods will continue to be interpreted during fourth Saturday events. This approach should allow greater participation from volunteers (many of whom expressed a preference for interpreting one timeframe, having the attire for only one period) and should give volunteers an opportunity to hone their first-person skills. The park’s living history coordinator will meet regularly with a lead docent at each museum site to assist with the interpretive programs.



Volunteers set the scene in the Commercial Restaurant.

Special Events & Programs

Special events have the capacity to raise the level of recognition for Old Town and its rich cultural traditions. In the recent past, they have attracted diverse and sometimes very

large audiences to the park. Old Town hosts a significant number of events, considering its size and staff limitations. Many programs are supported by the Boosters of Old Town. Park concessions and the San Diego community also cooperate to underwrite a



Throngs of visitors come to Old Town for special events, like *Fiesta Cinco de Mayo*.

number of major Old Town events, like *Fiesta Cinco de Mayo* and *Fiestas Patrias*. Over a three-day weekend, *Fiesta Cinco de Mayo* has drawn in more than 100,000 visitors to Old Town in the past.

Special events should build positive public recognition for Old Town San Diego State Historic Park. The most effective programs meet the purpose of the park and the interests of visitors, who have a range of knowledge and abilities.

Special events can heighten interest and support for Old Town. Each person attending an event should feel welcomed and able to participate fully in the available activities. Special events offer opportunities for reaching out to new audiences and for experimenting with new programs. Over the calendar year, events should represent the breadth of Old Town's history. Bilingual/multilingual activities should be encouraged in Old Town San Diego, particularly as they represent the historic conventions of this 19th century community.

A continuing challenge for the park is to build event attendance, while remaining true to its mission and vision. Old Town San Diego State Historic Park should be considered more than just a convenient location and a colorful backdrop for special events. In preparing for this SPI, staff identified the need for guidelines, to help insure special event organizers meet health and safety rules and regulations, as well as recognize and value the park's mission and vision statements and interpretive themes. This understanding is essential for participants engaged in event planning, who may need to work independently for the success of a special event. Adhering to the vision will help reinforce the historic nature of the park and the public's perception of Old Town San Diego as a place where history comes alive. Having guidelines to communicate the purpose for Old Town should direct event programming toward the unique vision shared by its stakeholders.



When organized with period-style tents, special events can bring history alive.

Over the past three years, efforts have been made to focus special events on Old Town San Diego's mission and unifying theme. Improvements

*Communication
is
the key
for
building
programs
and
making
them
successful.*

need to be made in the historical accuracy of the park's activities and presentations during special events. Noticeable changes can be seen in the diversification of programming. Hearing a concern from the community about the perceived lack of emphasis on Old Town's Mexican heritage, staff acted to highlight that history through more special events and activities. A major effort begun in 2000, focused on *Fiestas Patrias*—a Mexican Independence Day celebration. Through an innovative partnership with the Spanish language radio station, *Radio Unica*, free public service announcements brought about awareness of the event, along with printed advertising, DJ appearances, and live "cut-ins" from the park to radio listeners. These kinds of cooperative activities should continue to be developed for Old Town's special events.

A committee formed in early 2001 now helps to facilitate communication among staff, volunteers and concessions about park events. Those involved include: the supervising ranger, ranger, and special event coordinator, the president of the Boosters of Old Town, the volunteer living history coordinator, and three concessionaires. The committee has succeeded in creating a more collaborative atmosphere. Communication, however, remains an ongoing point of concern. Information about special events in the park is not always readily available. This occasionally becomes a source for discord.

Communication is the key for building programs and for making them successful. New information delivery methods should be explored and developed for Old Town. An e-mail newsletter, for example, is almost instant in its delivery and an up-to-date format for keeping concessionaires, local businesses, and other stakeholders apprised of special events and other activities in the park. (See the Old

Sturbridge Village Newsletter example in the Appendix.)

Special events can give rise to opportunities for developing special value-added programming. Activities like an evening lantern tour of the park, can be an exciting addition to an Old Town event and can be self-supporting, as well. Such are the case with the annual lantern tours held at Sutter's Fort State Historic Park, Columbia State Historic Park, and La Purísima Mission State Historic Park. Each program is regularly sold out. Free lantern tours were offered to visitors in Old Town from spring to early fall in 2001 for the *Casa de Estudillo*. They are also offered in December as part of Holiday in the Park.



Independence Day Parades are regular features in the park.

Park-organized Events and Programs

Regularly scheduled special events and programs in the park include:

4th Saturday Living History Programs. Held each month – feature period music, crafts and cooking demonstrations.

Annual Descendents' Day. June – Special exhibits and celebration luncheon with descendents of the founding families.

Independence Day. July – An old-fashioned American 19th century 4th of July picnic, featuring period music, entertainment and games.

Historic U.S. Flag Raising. July – The reenactment of the July 29, 1846 raising of the American flag over San Diego in the Plaza.

Old Town Fandango. August – An 1800s-style Mexican *fiesta*, featuring dinner, music, and dancing held at the *Casa de Estudillo*.

California Admission Day. September – A celebration of California Statehood (September 9, 1850) in the plaza.

Fiesta Patrias. September – A commemoration of Mexican Independence Day (September 16, 1810), featuring historic demonstrations, games, music, and entertainment.

Holiday in the Park. December – Holiday traditions celebrated through demonstrations, storytelling, lantern tours, living history, performances of *La Pastorela*. Museums have evening hours; merchants open house.

Concession-organized Programs

In addition to the previously mentioned, and among other activities, the largest park concession, the Bazaar del Mundo, has sponsored additional special events. Some of these activities occur with park support; others are developed independently. On occasion, some have conflicted with regularly scheduled park programs, like the 4th Saturday Living History.

Concession-organized special events have included:

Santa Fe Market. March – Southwestern Indian artists present traditional and contemporary crafts.

Fiesta Cinco de Mayo. May – A major celebration of Mexican heritage in honor of the Battle of Puebla, Mexico (May 5, 1862). Currently organized by the Old Town Community Foundation, which consists of park concessionaires and representatives of the Old Town Chamber of Commerce.

Mercado del Sol. June – A Mexican arts and crafts festival.

Latin American Festival. August – Featuring Latin American crafts, guest artists, demonstrations, and entertainment.

Old Town Traders' Fair. August – "Mountain man"-style trader's fair with goods representative of 1821 to 1871 era

Dia de los Muertos. November – A celebration of the tradition Mexican "Day of the Dead," with displays and craft demonstrations.



A special event at the Bazaar del Mundo

Promoting Programs and Events

Community Calendar. Many special events in the park do not get the attention or media coverage they warrant. Four to six months or more before the beginning of each year, an annual calendar should be compiled for all park events—including concessions.



The Robinson Building is decorated for Holiday in the Park.

This calendar should be coordinated with other community organizations and their forthcoming events, including the San Diego Convention and Visitors Bureau's Art and Sol calendar (www.sandiegoartandsol.com) and the San Diego Master Planner (www.KinteraMasterplanner.com).

Working with park stakeholders to create a schedule of events—months in advance of their actual dates—will enable the park to take advantage of the free promotion offered by statewide and local publications. These organizations need this information well ahead of the program dates. Preparing this list of special events should be a team effort that will in turn, encourage greater commitment to the park and its activities.

Collaboration with Other Organizations.

Partnerships with other historic sites and cultural institutions for special events should be explored and further developed. These should include, but not be limited to, the nine local sites that are part of the Founder's Trail, along with Heritage Park, the Tijuana Cultural Center, the museums in Balboa Park, and other related parks and museums throughout California. Working together with these different organizations will help to broaden the park's staff and facilities, as well as expand its outreach to potentially

new audiences. Cross promotion should be one of the points of discussion with these organizations.

Visitor Studies. More information is needed to understand who is coming to the park and who is not. Various "educated" guesses based on alleged statistical formulas about Old Town's visitation are not serving the park well. The numbers of visitors needs to be substantiated, beginning with a baseline demographics study. "Knowing your audience" is vital for reaching out and communicating with them, for developing community support, as well as for planning programs and facilities. The department should establish a visitor studies program for the park as part of, or to support its ongoing interpretive evaluation program.

One approach for developing these studies could be in collaboration with a local college or university, or through an interagency agreement, to design survey strategies and instruments, as well as to support data collection. For example, one professor has her students design the program and the survey



Understanding who comes to the park is essential for providing interpretation that meets visitor needs.

instruments as a class project. When approved, the students are then paid as interns to collect the data and to perform the analysis. The results from these studies would also provide valuable information for the park's marketing and fundraising efforts.

Marketing Plan. Raising awareness about Old Town and its special events and programs has not been well coordinated. The department offers only a limited amount of statewide promotional support. In the past, there have been no state funds for marketing the park. The Boosters of Old Town have supported the promotion of special events and concessionaires do their own advertising with little or no consultation with staff. The Historic Old Town Community Foundation has taken a regional approach to advertising but is focused on large special events, like Fiesta Cinco de Mayo. Overall, there is no synchronization of efforts year-round. Collectively, the resources are available, but the lack of a consistent message and a cohesive vision and image has worked against the park. Also, well-funded competing community interests, like Balboa Park, the San Diego Zoo, and other attractions, overshadow any promotional efforts mounted by the park and its supporters.

Old Town San Diego State Historic Park needs a Marketing Plan. This effort should assess the current situation, identify marketing opportunities, provide objectives, and develop strategies that are achievable. It should creatively incorporate the park's "Vision for Interpretation" and a new slogan for Old Town San Diego that not only captures the essence of the park, but resonates with visitors. The Marketing Plan should also give direction for Old Town San Diego State Historic Park product branding (see page 98).



Visitor experiences are made special by the staff, volunteers, and concessionaires of Old Town San Diego State Historic Park.



Staffing

All staff at Old Town San Diego State Historic Park share the challenge of creating a period atmosphere, while voicing the park's mission and vision. Park employees, concessionaires, and volunteers play key roles in capturing visitors' imaginations. They animate the historic environment and offer insights about Old Town.

To be effective and engage visitors in personally meaningful ways, interpreters must understand what distinguishes Old Town from nearby modern, urban amenities and how they can reach out to visitors with varied interests, learning styles, and physical capabilities. Knowledge of San Diego's history and its cultural and commercial traditions form the basis for developing a credible historic environment. Park employees, concessionaires, and volunteers must be conversant with this "past" to bring it alive for our visitors.

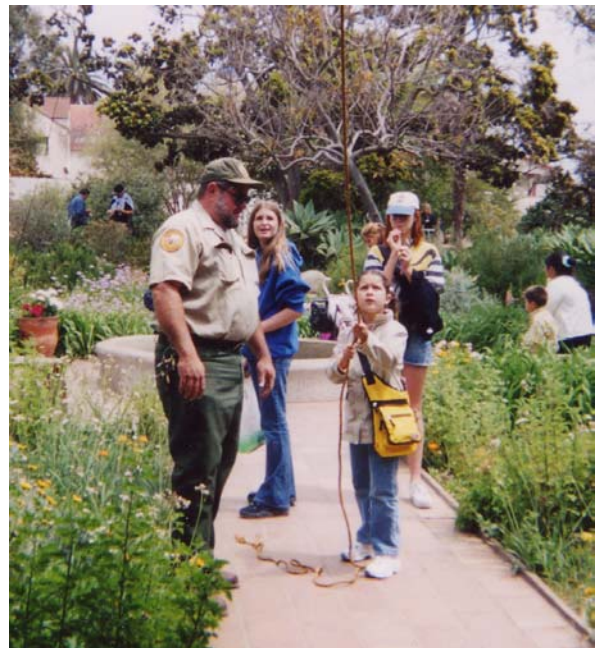
Individuals wearing period attire help to create a "living history" environment.



Park Employees

Available funding and hiring cycles affect the number of park employees each year. Though the numbers vary, the workload remains or increases. Employees are responsible for the park's operation and maintenance, for ensuring ongoing historical accuracy, for promotion, as well as for training that will reflect and guide change as Old Town evolves. Park employees develop and organize tours, programs, and special events. They coordinate volunteers, and work with concessionaires and other community groups. Challenging and inspiring the park's stakeholders to reach higher levels of interpretation and education requires commitment, cooperation, and patience from staff. Employees must internalize the park's core mission, values, and themes in their daily activities and, at the same time, seek more knowledge and better methods that will improve the accuracy and quality of all park programs.

In economic downturns, staffing levels may barely meet minimums for the park. Under these circumstances, it is difficult to keep museums open, as well as to provide scheduled park tours, school programs, and interpretive training. Often there is not enough staff time for research, program development and improvement, concession reviews, and the planning necessary for staging special events. Employees who have not been trained as interpreters, like maintenance staff, frequently respond to Old Town visitors, becoming default interpreters for the park.



Park aides and maintenance staff often provide interpretation or respond to questions asked by visitors.

*Old Town's
reputation
as a
credible site
relies on
its staff's
knowledge
of
San Diego
and
early California
history,
and
its ability
to
convey this
information
to
visitors.*

Many activities become difficult, if not impossible to accomplish, with reduced interpretive staffing levels. Providing programs, as well as researching, planning, and training are essential to the park and should not be considered “extras.” For example in the recent past, the very limited number of park interpreters and curatorial staff were directed toward the development of the McCoy House and Robinson Building exhibits. While important, their involvement also meant that time was taken away from equally important traditional responsibilities and interactions with the public.

Studies have shown that visitors expect the highest levels of accuracy from historic sites—even above educational institutions. Old Town’s reputation as a credible site relies on its staff’s knowledge of San Diego and early California history, and its ability to convey this information to visitors. Maintaining consistency and accuracy is very difficult with the department’s current practice of depending upon short-term, seasonal employees, especially at times when staff shortages make training very limited or unavailable. (There are some exceptions with returning seasonal park aides, who have developed a considerable depth of knowledge about Old Town over the years.) There are also repercussions in having too few trained park employees available to oversee concessions’ staff activities.

Old Town’s interpretive period represents fifty years of growth, development, and change. Its history is not simply a matter of learning names, dates, and events, but understanding a whole community as it evolved. Indeed, the focus for Old Town’s interpretation is on the theme of “transformation” from a Mexican *pueblo* to an American town. This cannot be comprehended fully in a few short training sessions or through informal “on the job” learning.

Information and Training. To ensure the highest quality historic interpretation, all park staff must have a comprehensive understanding of Old Town. They should also be kept informed about new or updated research on the historic community. Training is a major responsibility of permanent park employees, who must guide staff, as well as volunteers and concessionaires.

Training for everyone working in the park must address:

- ✓ The park's mission and values
- ✓ Old Town's history and cultural traditions
- ✓ Museum buildings and collections
- ✓ Old Town's historic clothing and material culture
- ✓ Period crafts and activities
- ✓ Stories from Old Town's historic sites
- ✓ Period etiquette and customs
- ✓ Historic landscaping
- ✓ Consideration of visitors and their needs
- ✓ Multi-cultural sensitivity
- ✓ Safety and accessibility
- ✓ Interpretive methods
- ✓ Preservation ethics
- ✓ Current and planned park development, and
- ✓ New information about the park's resources.

In creating training curriculum for park staff, knowledgeable volunteers, concessionaires, and educators need to be involved. Training handbooks should be reviewed and updated regularly and reflect the diverse perspectives of Old Town's stakeholders. Park standing committees also should be involved in the curriculum's development.

A method for communicating among staff (concessionaires and volunteers included) within the park should be devised to ensure that everyone has access to the latest information and planned activities. (Places, like the California State Railroad Museum and the California State Archives, use weekly two-page information briefs to inform staff and volunteers.)

Collaboration. Partnerships should be established with other state park “old towns” and organizations, whose staffs have similar areas of concern. Cooperative training, that shares the efforts and the expenses among several organizations, should be considered. Collaboration may prove both cost effective and efficient. Working with related organizations will help to increase knowledge of the interpretive era, improving historical accuracy, as well as building connections with other community groups and heritage sites.

In meeting together, park administrators, supervisors, and cultural resource specialists from “old towns” throughout the State Park System could work through problems, concerns, insights, and solutions. Creation of a statewide living history roundtable and an e-mail list serve group would help to improve communications, and facilitate the sharing of resources and people among “old towns.”

Period Attire. The importance of costumed interpreters cannot be overemphasized. Park employees in period attire help to create a “living” historic environment for visitors. They also set examples for park concessionaires and volunteers. The cost of an accurate period outfit ranges from \$200 to \$700, depending upon the era being interpreted and the accessories needed. It can be difficult to assemble, as well as very costly.

Because appropriate attire is an essential element for bringing Old Town alive, the department needs to assure that staff, concessionaires, docents, and volunteers have access to and wear appropriate period attire when working in the park. Regular funding should be identified to support the purchase of period clothing and accessories. Currently, park employees assemble their own attire, with some assistance from BOOT, the park's cooperating association. The period clothing closet should be developed and expanded to suit the park's diverse needs. (See Interpretive Programs, page 66.)

Recognition. One of the most important roles for park employees is to project a vision for Old Town and to inspire and challenge stakeholders to help realize that vision. This goes beyond day-to-day activities and annual special events. Keeping everyone together, focused on developing Old Town's potential as a lively, sensory-filled, accurate, and informative historic environment requires focus.

Promoting elements that constitute successful interpretive efforts within the park can broaden the understanding, as well as the practice of interpretation. Interpretive excellence is both an individual and a group effort. Good programming should be recognized and promoted regularly to enhance opportunities for its repeated success.

Evaluation. Generally the caliber of an interpretive program relates not only to the level and commitment of management to staff training, but also to the amount of staff oversight and review. To gauge the effectiveness of Old Town's interpretive programs and to insure that its core mission, values, and themes are integrated into daily activities, employees should be



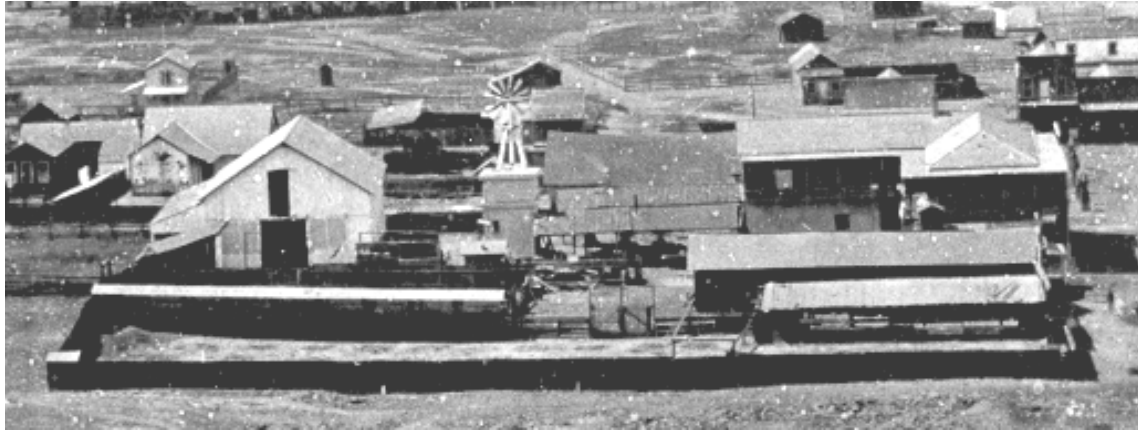
Accurate period attire contributes to visitors' perceptions of an historic environment.

- Toler's Leather Depot (concession—the building formerly housed the Old Town model),
- "McKinstry Dental Office" display building, formerly part of Session's Nursery,
- Restroom Building behind the Casa de Estudillo,
- Restroom Building adjacent to the Casa de Machado y Stewart.

Over the years, considerable speculation has been directed toward whether one or more of these might qualify for nomination to the National Register of Historic Places. Questions about their eligibility must be addressed through historical and architectural research. This information is critical for establishing how the buildings are to be cared for and interpreted now and in the future, and the kinds of programming that might ultimately be developed for the buildings or sites.

Reconstructions

Over the years, the department and others have reconstructed many structures in Old Town San Diego State Historic Park. Most have been developed and adapted for use as concessions. A few exceptions, like Seeley Stables, the Blackhawk Livery Stables, San Diego Courthouse, Colorado House, and the McCoy House and Robinson Building (previously mentioned) feature formal exhibits and historic setting displays on various aspects of Old Town's history. The Little Plaza School was reconfigured for restrooms in the park.



The Seeley Stable barn (left of center) and stable yard (in the foreground) in 1872

Seeley Stable. Albert Seeley's original barn, built in 1869, once held horses, vehicles, and equipment for a stageline operation during the height of the Julian Gold Rush. Between 1872 and 1874, the barn was enlarged to its present reconstructed form. The department rebuilt the barn, and its adjacent outbuildings, to help re-create the historic district, as well as to accommodate the collections of Roscoe E. Hazard, who donated a significant group of historic transportation vehicles and Western artifacts along with \$50,000 for their proper care and housing.

The stable's exhibits focus on early modes of transportation. Installed over 20 years ago, the exhibits appear worn, although their content and organization remain sound. At one time, a multi-projector, synchronized slide program presented the story of transportation in Southern California. It was removed several years ago, when a concession leased part of the building to present a multi-media program about San Diego. The concession has since left the park, but the earlier slide program formerly used in the viewing area has not been reinstalled. (The concession so altered part of the interior that it was not possible, without considerable expense, to return the space to its former use.) A short orientation video

produced by park staff about Old Town—not the transportation story—has been prepared to be shown in the barn. At this time, the viewing area is used occasionally for theatrical activities.

Upstairs in the barn’s “loft” are exhibits that can be reached only by stairs. They feature Roscoe Hazard’s very fine Native American ethnographic collections (including Hopi kachinas, pottery, and artifacts), Western saddles, photographs, and other historic interior furnishings. New exhibit cases have been developed to make the collections more environmentally secure. Most of the collections upstairs, however, do not relate well to Old Town’s history or to its interpretive period. They also are not accessible to many people with disabilities.



Over the years, the stagecoaches, carriages, and other wagons have been well-maintained and some restored. Additional outbuildings have been built to accommodate a number of them. These buildings resemble, but do not duplicate earlier historic structures. They are also offset from their original locations in the Seeley Stables yard. Visitors view the historic vehicles through the outbuildings’ glass doors. The sun’s bright glare reflected on the glass doors, however, often makes this impossible. Also, rainwater cuts gullies into the ground around the buildings, which occasionally restricts wheelchair access.

Seeley Stables and its surrounding yard comprise the largest interpretive facility in the park. It is also fenced. The site could accommodate many dynamic activities that were once part of this 19th century stables, including re-creating livery and stageline activities. Horses and mules could be made part of the daily scene (presently two donkeys are corralled here). Visitors could watch animals being shod, harnessed, and hitched to wagons and stagecoaches.

The interpretation at the stables has had no overall plan to provide guidance or to relate activities to the historic site. The yard has been used to produce Mexican military battles (not connected with Old Town's history), as well as to host occasional interactive activities for school children.

A historic structures report, detailing the original complex, its buildings, and its historic operations, should be considered key to any future development (especially building modifications or structural additions). The whole complex lacks a cohesive interpretive plan for managing its exhibits and programmatic elements. Such a plan would provide sound interpretive direction and could include recommendations that would also improve accessibility. Seeley Stables has great potential for environmental studies programs.

Blackhawk Livery Stable. Adjacent to Seeley Stables (actually part of the same yard) is the reconstructed Blackhawk Livery Stables. Seeley took over this property in 1871. The Blackhawk Livery Stable was built with very little research and is much smaller than the original building. (There is some speculation that the original structure might have been used for the storage of vehicles.) An historic structures report, with detailed analysis of the property records, documents, photographs, and archeological analysis would help to establish a better understanding of the Blackhawk's history.



Docents involved in a period woodworking project in the carpenter shop

The reconstructed building has been developed as an adaptive historic setting museum to enable demonstrations of blacksmithing. A carpenter shop was recently organized within part of the same structure. The blacksmith shop has a furnishing plan; the carpenter shop does not. Each needs plans linked to the historic use of the site, to guide the selection

and placement of artifacts and for developing appropriate programs. At the present time, park employees and volunteers offer popular blacksmithing demonstrations to visitors. Farrier activities (shoeing horses) also should be one of the regular programs featured here at the livery stables. Carpenter activities have been developed by docents. Programmatic activities need to be well-defined for the site (e.g. a wheelwright or related work). Some of the activities may require additional training. More consideration should be given also to providing better interpretation for visitors with disabilities.



The reconstructed San Diego Courthouse



The jail cell behind the Courthouse

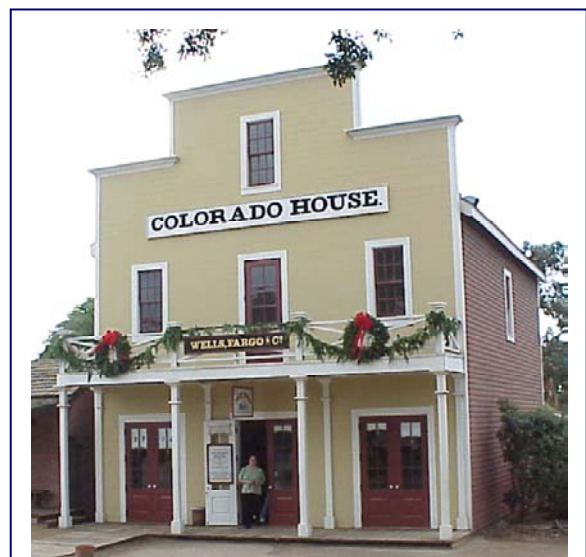
The San Diego Courthouse. The first fired brick building in San Diego was the Courthouse, constructed by members of the Mormon Battalion in 1847. The building's reconstruction was made possible by the First San Diego Courthouse Committee. The two-room building has been re-created as a courthouse museum, with period furnishings arranged in historic settings. More recently, an authentic early California jail cell, similar to the Courthouse's original iron cage was set up behind the building as part of the interpretive facility.

In its historic past, the fired brick building was often mistaken for being of *adobe* construction. A

heavy whitewash coating (commonly used on early buildings made of low-fired brick) may have contributed to that impression. Photographs indicate the building was not exposed brick as it has been reconstructed.

Courthouse volunteers keep the building open daily. They are trained and scheduled independently from other park docents. State Parks has no oversight of the program or of the messages being conveyed to visitors. Because of its pivotal role in Old Town, the Courthouse should be a focal point for many interpretive programs and historic re-creations. It could come alive with trials, elections, city council meetings, U.S. Boundary Commission proceedings, etc. These should be detailed in an interpretive plan for the structure. Such a plan should be developed with the involvement of its stakeholders. The Courthouse is disabled accessible.

The Colorado House. The two-story frame Colorado House was built originally in 1851 and through the years served as a hotel, bar, dining saloon, store, billiard parlor, post office, newspaper office, etc. After considerable research into its history and architecture, Wells Fargo Bank reconstructed the building in the park, along with its historic *adobe* annex. The structure was adapted significantly from its original configuration. The interior second floor was not installed—to accommodate a restored Wells Fargo stagecoach, which now dominates the interior of the building's first floor. If Wells Fargo were to vacate the building, modifications to the structure might be required for future tenants and



The Colorado House reconstruction, photographed in 2002

uses. Having the analysis available about its historic uses, along with its original room configurations, and current reconstruction plans would be helpful for making good decisions about possible future uses.

The Wells Fargo concession provides not only banking services, by way of an automated teller, but also a museum facility that complements the park. Its interpretation highlights express services and banking in historic Old Town and Southern California. Exhibit cases and period artifacts present the information, along with a video program. Wells Fargo employees staff the building. Their training is independent of the department's and there is little oversight of their interpretive programming. The building is accessible, although its exhibits should be surveyed to insure they comply with the department's accessibility standards.



Restrooms now occupy the site of the historic Little Plaza School.

Little Plaza School. On the plaza adjacent to the Robinson Building is the Little Plaza School, adaptively reconstructed in the late 1980s for restrooms in the park. The small frame structure was originally built in 1856 and used for several years as a school. (It can be seen in an 1867 photograph of Old Town.) Although archeology was carried out on the site and some historical research was done, not much thought was given in the mid-1980s to alternative uses for the building, other than for much-needed restrooms. Its original historic purpose and future placement at a primary entrance to the park was ignored.

Today, visitors must travel by the restroom's doorways (often propped open), as they proceed along Old Beach Road or Garden Street toward the plaza. At the "front door" to the park, this visitor experience neither welcomes nor contributes to Old Town's sense of history. In recent years, with the

development of the Old Town Trolley Station and corresponding changes in the park, there is good reason for reconsidering the utilization of this historic site.

An escalation in the number of visiting schools and tour groups has increased the need for flexible programming spaces to provide for park orientation, environmental studies activities, interpretive training and programs, and stakeholder meetings. There are few indoor places where large groups can assemble in the daytime, that do not overwhelm interpretive facilities or take away from the enjoyment of other park visitors. In the out-of-doors, noise generated by nearby freeways is extreme, making it nearly impossible to communicate with large groups without some form of amplification (something the park tries to discourage, but often resorts to for special events).

The department should revisit the use of the Little Plaza School site. This would be a logical location for indoor group activities, given its history and its placement near the park entrance and the plaza. The existing restrooms could be relocated to the shed structure nearby, situated behind the Robinson Building. Here, they would be conveniently accessible to visitors between the McCoy House and the Robinson Building, but would not be visible, at the “front door” of the park.



Garden Street leads visitors to the Plaza by way of the park's restrooms. The doors are often propped open.



The U.S. House



Dodson's Law Office and Residence



The Trimmer-Dodson Building

Other Historic Reconstructions. Over the years, a number of historic structures have been re-created in the park and are used for concessions. They include:

- The Casa Machado de Wrightington (Bailey and McGuire Pottery—concession)
- San Diego House (concession)
- U.S. House (Apothecary and Soap Shop—concession)
- Casa de Rodriguez (Racine and Laramie—concession)
- Dodson's Law Office and Residence (Gum Saan—concession)
- Trimmer-Dodson Building (Tinsmith—concession)
- Johnson Building (ladies fine apparel—concession)
- Old Town Theatre (Miracle Theatre Productions—concession)
- Alvarado House (Alvarado Provisions—concession)
- Alvarado House Outbuilding (Shumup Ko Hup—concession)

Most reconstructions in the park have been adapted to accommodate perceived “modern” needs and activities. Modifications have included: recessed “can” lights, heating and air conditioning systems,

the removal of historic interior walls or ceilings, and construction of non-period additions. None of these changes contribute to Old Town's historic setting or to interpreting the living conditions in the past. Old Town represents an era when lowered light levels, smaller rooms, limited heating and cooling, etc. were the norm. The department has chosen to make these adaptations without fully understanding their implications or their costs to the overall visitor experience. Many of the alterations create interior appearances little different from stores outside the park or those of shopping malls.

As concession contracts for facilities are concluded and as building uses change in the park, some consideration should be given to removing modern features and restoring selected period elements to enhance the historic environments, without compromising the basic viability of the concessions or interpretive activities.

With the exceptions of the Alvarado House (Provisions and Groceries Store) and to a limited extent, the two Dodson buildings (currently the Tinsmith and Gum Saan concessions), none of the existing concession-operated reconstructions have had furnishing plans for store counters and cabinets detailed for them. Period-authentic furnishings are critical for visitors and their perception of a business as being historic. Concessionaires, with few reference materials to aid them, take a "best guess" about what is appropriate for recreating a historic interior. Books about 19th century business practices are hard to find. When concession agreements are up for renewal or bid and when the furnishings are not in keeping with the period environment or the historic style of the proposed business, the department should specify the appropriate fixtures and furnishings through modified furnishing plans included in the concession packages.



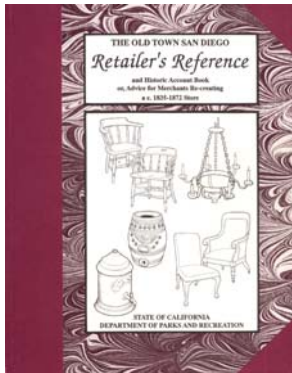
At the Robinson Building, a single door, rather than commercial double doors with glass, was installed.



Alvarado House Provisions and Groceries

Interpretive Facility Needs

Reference Resources. Several obvious “gaps” exist in the park’s interpretation of Old Town. Few structures, including concession-operated buildings, have historic structures and/or interpretive plans to focus staff, docents, and concessionaires. (The need for this information was stressed in the stakeholders’ meetings.) This reference material is essential for presenting the past authentically. Every building in Old Town State Historic Park should have research available to guide the representation of the facilities and to create appropriate interpretive programs. Associated training should accompany the distribution of these materials.



The Retailer's Reference and Historic Account Book for Old Town San Diego State Historic Park, 1993

Most interpretation of Mexican or American period commercial activities is provided by park concessionaires, with three exceptions: the Commercial Restaurant exhibit, Seeley Stables, and the Blackhawk Livery Stable. Only a small number of resources are available to guide park concessionaires about appropriate commercial activities, except for the *Old Town San Diego Retailer's Reference and Historic Account Book*. More training on period business practices and interpretation is needed, along with the compilation of more references.



Picturing Mexican California: 1821-1846

The development and distribution of *Picturing Mexican California: 1821-1846*, in a three-binder set and as CDs, as part of the Old Town’s Initiative should greatly assist department staff, concessionaires, and volunteers trying to represent the Mexican Republic Era in the park. Other like kinds of references are needed for the 1850s and 1860s eras, as well.

Historic Setting Museums and Exhibits.

The major emphasis of the department-operated historic setting museums is on residential living in the Mexican period. While visitors also can be directed to the nearby historic Whaley House on San Diego Avenue (operated by the Save Our Heritage Organization), currently there is no historic setting museum in the park interpreting a furnished, American period home. That will soon be changed in part in the near future with the development of the c.1869 McCoy House parlor, as part of the new interpretive center. Other period room vignettes—residential and commercial—are needed in the park. These could be combined with concession operations.

There is no formal interpretation of government in Old Town for the Mexican Republic Era—a major requisite for fully depicting this community’s history. The *Casa de Consistorial* (now a site) was a Mexican government structure—a logical place for its interpretation. Efforts should be made to examine all associated Spanish language records and other related archival resources, as well as performing archeology in preparation for a historic structures report on the building. Consideration should also be given to a study of the plaza and its uses in the Mexican and American periods. This information is needed to guide the appearance and activities in the Plaza.

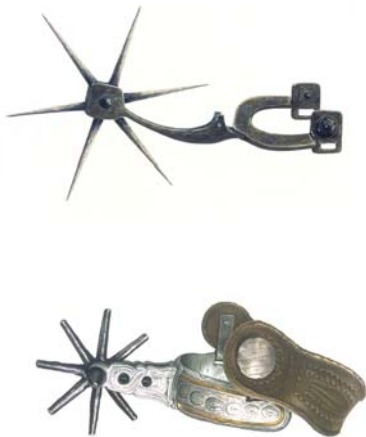


The Casa de Consistorial, once located in the middle of the Plaza

Collections. A major factor for interpreting and restoring the accuracy of Old Town San Diego is its collections. Over the years, the department has acquired some very fine, representative examples of period materials through donations. Among them is the Roscoe Hazard Collection, an excellent assemblage of historic transportation vehicles, “Western” gear, and Native American materials. A number of historic furnishings are on loan from the

National Society of Colonial Dames of America and are displayed in the Casa de Estudillo. Many of these items help the park to re-establish the past through historic setting exhibits and formal displays. They build upon the park's credentials as a significant, historic site.

Collections in the park should be evaluated to determine if they are appropriate to the 1821-1872 era. Most park buildings have no Furnishing Plans to guide period room installations. These plans are key to insuring that artifacts are appropriate and used accurately. New or updated furnishing plans are needed for all historic setting museum exhibits. Also, a modified version, developed for historic-style concessions, should be created to aid their understanding and interpretation of the historic character of their businesses. Guiding all of these Furnishing Plans should be a Scope of Collections Statement for the park. One is very much needed to direct the present and future collections of artifacts and to support its staffs' interpretive efforts.



Mexican
spurs

As was noted earlier in the Old Town San Diego State Historic Park *Interpretive Program*, Volume I:

Collections in Old Town San Diego SHP will be used for interpretive purposes only; therefore, they do not need to be exhaustive, definitive, or stored for research use. Interpretive artifacts in the collections are subject to the same policies and procedures that affect all other collections under the care of the Department of Parks and Recreation (page 31).

The material culture of Old Town's fifty year interpretive period is little understood in the park. This is partly due to the lack of written references available and to the changing, rotational nature of

staff, including department employees, volunteers and concessionaires. To be true to the period will require the park to offer ongoing specialized training that will expose and educate individuals to the historical material culture represented by the park.

Storage. Storage is a huge problem for ongoing interpretive programs and curatorial activities. Period reproductions for interpretive activities are stored in the shed structure behind the Robinson Building and in the rear wing of the Commercial Restaurant/*Casa de Machado de Silvas*. The Johnson Building provides space in its rear addition for onsite curatorial work. More space is needed in the park. The current locations also are not well suited for these activities. An analysis of the park's interpretive storage needs should be made with recommendations for future actions.

Adjacent Properties

San Diego Presidio Park and Junípero Serra Museum. On the hill overlooking Old Town San Diego are the remains of the first Spanish-era fortifications and mission—the first European settlement—on the coast of what would become California. San Diego Presidio Park encompasses earthen mounds marking the foundations of the original mission and *presidio* established in 1769. Associated with the park is the Junípero Serra Museum, originally built in 1928. Operated by the San Diego Historical Society, the museum interprets the history and artifacts associated with the site.

The story of modern California begins here. The people who once lived at the *presidio* formed the nucleus of the community that would become Old

Town. It is important for visitors to understand the linkages between the settlement on the hill and the town that evolved below, fifty years after the presidio was founded.



The CalTrans Building, adjacent to the park, stands on several historic sites associated with Old Town.

CalTrans Building. Looming beside Old Town is the massive California Department of Transportation's (CalTrans) six-story office building. It blocks the historic views between Old Town and the *presidio*, and occupies sites valuable to the history of San Diego. With the construction of a new building for CalTrans employees in the offing, possibilities for the old site and the high rise are emerging.

The department should consider acquisition of the property for its obvious value to Old Town. As CalTrans has discovered, the department may find the cost of retrofitting and maintaining the building, with its many problems could be cost prohibitive. More significantly, the CalTrans building, with its height and modern appearance, does not contribute to the environment of this National Historic District. Alternatives to the structure, including its removal and the reconstruction of the Fitch Store and House and other historic developments and landscapes along Fitch and Washington Streets should be considered.



The reconstructed Casa de Aguirre

Casa de Aguirre Property. The Roman Catholic Convent property, formerly the site of the *Casa de Aguirre* and a park in-holding, was acquired by Historical Tours of America, Inc. The convent, originally built in 1908, was moved to Old Town in 1940. After archeological excavations, its new owners moved and adapted the convent and reconstructed the Aguirre *adobe* for commercial purposes. The Old Town San Diego Marketplace, as it has been renamed, includes a small museum displaying artifacts from the site's excavations, along

with interpretive panels and a video about the building's history.

At a major entrance to Old Town San Diego State Historic Park at San Diego Avenue and Twiggs Street, its presence has implications for the park and how it is perceived by park visitors. As a good neighbor, the department should work cooperatively with the property owners and share historical materials that will help to integrate the interpretation of the properties to the satisfaction of all parties.



The Convent building has been adapted for commercial activities.

The Whaley House Museum. On San Diego Avenue outside the park's boundaries, is the Thomas Whaley House at 2482 San Diego Avenue. When originally built in 1857, the house was acclaimed the "finest new brick block in Southern California." With its adjacent granary, it has served as a family home, general store, theater, and courthouse.



The Whaley House Museum on San Diego Avenue

The museum is operated by the Save Our Heritage Organization (SOHO), a non-profit group established in 1969 to promote awareness and appreciation for San Diego's architectural and cultural heritage. Given the importance of this site to historic Old Town and the objectives shared by SOHO and the park, attention should be directed toward more collaborative activities between organizations.

Heritage Park. Adjacent to Old Town is a 7.8-acre county park dedicated to the preservation of Victorian architecture, including San Diego's first synagogue. Originally from other sites, these buildings were moved here to save them from demolition and to preserve their unique architecture. Heritage Park's later-era structures could be used for comparison with those of Old Town, to explain the development and evolution that occurred in the community.

For concessions' staff, knowing how to communicate this knowledge to their park visitors/customers is essential.

As with park employees, more training and reference materials are needed. Better preparation in interpretive methodologies is critical for improving the visitor experience. Training programs should be integrated with those given for park employees and volunteers. Over the years, an invisible line has developed to divide staff within Old Town. This has to be erased to take the park toward the vision shared by its stakeholders. Concession contracts should require that all concession employees attend and complete the integrated park training program (refer to page 90). These programs should be held when they are most convenient to the majority of participants.

While concessions are supposed to represent Old Town's historic commercial character, a continuum of misperceptions remain about what constitutes "historic" store merchandise, as well as period business practices. Historic "background" information for concessions should be packaged and provided to guide concessions. Most of this material is not readily accessible in publications and requires specialized research. More business-specific resources, related to particular park sites, are required for identifying appropriate period-style furniture, fixtures, lighting, advertising, merchant attire, merchandise, the arrangement and display of goods, and the packaging and appearance of goods historically found in Old Town.

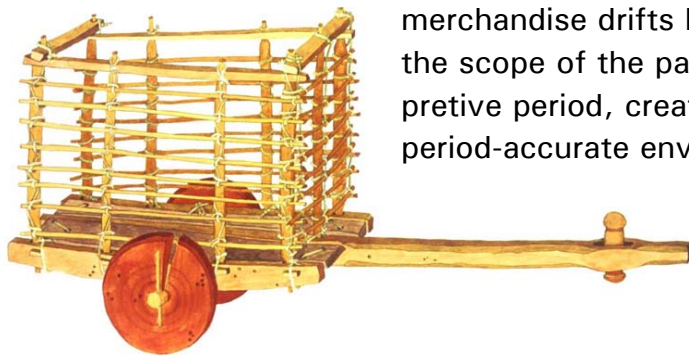


California blanket

Merchandise and Branding. In the best cases, the primary source of revenue for concessions should be derived from products or services which are themselves representative of the interpretive period of Old Town. The kinds of merchandise that concessions

currently offer range from leather goods, tin work, furniture, pottery, fancy goods, groceries, and candy, to Chinese imports, books, clothing, jewelry, and food services. Each business is encouraged to stock unique items representative of the interpretive period and the historic character of the concern.

More emphasis needs to be placed on period-style goods. Much of the merchandise available in park stores is too derivative and not really reflective of the 1821-1872 years. As the merchandise drifts beyond the scope of the park's interpretive period, creating a period-accurate environment



Model of a carreta

for a concession becomes difficult, if not impossible. Each concession should re-examine their product lines to ensure their merchandise is representative of the interpretive era. In addition, department management should explore the possibilities for developing an incentive program for concessions stocking more historically accurate, appropriate merchandise.

Working together with the department, concessionaires within the park have a special opportunity to establish a "brand" identification for Old Town San Diego State Historic Park. When used to identify a select number of exclusive period-style products in the park, brands can help to reinforce the authenticity and the exclusivity of their point of sale. Branding is one method for advancing the park's mission. Application of the "brand" should be limited and communicate the historic nature of the park. Through branding and special packaging,



Tin wall sconce

visitors/customers should be able to identify special park merchandise.

Like a designer label, unique products promise something distinctive or special. Visitors recognize the branded products of Old Sturbridge Village, Colonial Williamsburg, and the California State Railroad Museum Foundation for their quality and their historical associations. The Department along with the Boosters of Old Town should oversee the process for selecting and/or approving “branded” merchandise that could contribute to a better understanding of historic Old Town. The park’s cooperating association could play an active role in managing the “brand,” insuring an ongoing return to the organization that would also help to further the park’s interpretive activities.

Old Town San Diego’s concessions have the aptitude and opportunity to provide truly memorable experiences for park visitors. Their challenge has been and will continue to be in creating distinctive encounters with visitors that are history-based and convey a “sense of place,” while generating a fair profit in the transactions.



A visitor makes a purchase at Gum Saan

Volunteers & Docents

Volunteers in the park perform various roles. Those trained to do interpretation are called docents. They work in the gardens, the research library, give guided tours, offer storytelling, operate media, and demonstrate crafts. On scheduled living history days, docents portray first- and third-person characters they have researched, and they participate in historical reenactments, period food demonstrations, blacksmithing, carpentry, crafts and home arts, and perform period music. Their conversations with the public are filled with stories about the historic buildings and their residents, and the clothing, business activities, and politics of the era. These activities connect history on a personal level, to engage the interest and resonate with the public. Each volunteer makes a special commitment to the historic area that contributes to the richness and the character of Old Town and supplements the activities of the park's paid employees and concessionaires.



Volunteers demonstrate California cooking at the Casa de Machado y Stewart.

Volunteering appeals to creative, imaginative, intelligent people. Most park volunteers have flexibility in their daily schedules, a sense of humor, and the ability to work with different people. These attributes are important for producing interpretive programming in Old Town.

The park draws knowledgeable educators, interpreters, musicians, promoters, publicists, and actors, who offer their time, skills, and good will to the park. In exchange, the park provides lifelong learning, with new opportunities to gain insights, extend skills,

develop talents, and share interests that can enrich lives. Like everyone, volunteers want to feel they are contributing their time to make a difference in the park. They gain satisfaction and a sense of accomplishment from visitor responses.

Recruitment. The current number of volunteers and docents is insufficient to meet the range of interpretive programming needs, given the size of the park and the number of historic structures and sites it encompasses, in addition to the demands made by the large volume of visitors. In 2001, 45 docents actively worked more than the minimum required 60 hours. In 2002, park management raised the number of hours it asked of its docents to 96 hours. Thirty-five responded by meeting or exceeding that minimum.

The recruitment of volunteers is an ongoing challenge for the park. Bringing the historic community of Old Town to life requires lots of people. Many are needed simply to create the atmosphere of an active



Docents engage visitors in the plaza, enlivening the park experience.

community. Docents outdoors in period attire—pushing a wheelbarrow, leading a donkey, gardening, or reenacting an historic event—are noticed by the public, in contrast to most park employees and concessionaires, who are tied to less evident indoor duty stations. Docents truly can help to make the park lively and interesting.

The diverse, cosmopolitan nature of historic Old Town needs to be reflected in the park's volunteer

ranks, which are today predominantly older and Caucasian. Many more individuals—of all ages and different ethnic origins would enliven the historic

environment. The park should develop strategies for their enlistment.

Volunteer recruitment should be directed toward non-traditional groups. It should be culturally sensitive and welcoming to different people. Actively reaching out at community gatherings, meetings of professional organizations, clubs, and conferences, and using media is important for finding the right volunteers. In 2000, an effort was begun using the Spanish-language media to promote the park and its activities, and enlist volunteers. Since 2003, park management has not pursued this avenue of recruitment. Duty statements (see page 105) can also be used as an enlistment tool for seeking volunteers with special skills, knowledge or abilities.

Local schools and universities represent a spectrum of ages and ethnic and cultural groups that should be considered for volunteer programs. School credits can be given to students for their park service. For example, the small staff at William B. Ide Adobe State Historic Park recruits and trains high school students to teach grade school children in the park. In this way, they have enabled many more young people to learn about and experience the historic park. These activities will have made a lasting impression on them, too. Harnessing the remarkable talents of students studying at nearby universities also could increase opportunities for them to acquire work experience, while learning about the past.

A major holdback for some participants is the cost of developing appropriate clothing for the park's activities. Some individuals can be coaxed into volunteering, if they know they will have the appropriate attire for a program. At present, BOOT assists docents by offering a clothing stipend. If the park's existing historic clothing "closet" were enlarged to reflect and accommodate the historic diversity of

Old Town's population by age, size, social status, and ethnic association, more people might be persuaded to participate in the park's activities.

As part of an ongoing interpretive exchange program, docents and volunteers from other parks and museums sharing similar interpretive periods, should be encouraged to spend time in the park with the docents. Informal, "reciprocal trade agreements" have become one of the methods used by a number of state parks to "staff up" for special events—a lesson learned during the California Sesquicentennial.

Training and Duty Statements. Currently, docents are asked to attend approximately 30 hours of training annually for becoming a docent at Old Town San Diego. Columbia State Historic Park's docents attend 40+ hours of training a year (8+ sessions, 3-5 hours each); Monterey State Historic Park requires 24+ hours (8 sessions, 3+ hours each). More time for training is needed to elevate the quality of Old Town's programs and to expand the capability of the park's volunteers.



A volunteer demonstrates how to make cornhusk dolls.

Interpretation in the park is a team effort that necessitates a high level of support to produce quality activities. Mandatory training ensures that everyone, whether docent, park employee, or concessionaire, grasps Old Town's history, understands the purpose for the interpretive programs, and the shared vision for the park. (Training needs are identified on page 90.) Strong communication skills are essential. Like park employees and concessionaires, docents must know how to engage the public to extend

and enhance visitor experiences. Improving training

curriculum materials is vital for keeping docents up-to-date with the most recent information and interpretive methodologies.

The park needs to keep duty statements current for all of the positions that will be filled by volunteers. An identified “opportunity” can be filled, whereas an unidentified one may go unrecognized as a need. This is important not only as a guide for volunteers, but also as a recruitment tool for park management. Developing duty statements for volunteers helps to define the education and training that regularly is needed for all park staff. Docent standards need to be developed to ensure that individuals know what is expected of them in terms of their commitment to the park.

Screening and Evaluation. Volunteers can have profound impacts on Old Town and its programs. It is essential that they be properly screened first; then trained before being directed toward the activities that will satisfy their needs and those of the park. Each volunteer should be held accountable for his or her contributions to the park’s programming.

Evaluating volunteer presentations demonstrates that park management cares about the visitor experience and is working to assure that the conveyed messages are appropriate and the quality of the delivery is high. The Department’s *Aiming for Excellence’s* “RAPPORT” method should be used as a reference for producing appropriate assessment tools for craft and cooking demonstrations and for living history activities in Old Town.

The performance of park volunteers should be evaluated annually. Formal performance appraisals must be administered by a designated supervisor. These evaluations offer feedback on the quality of work and help management recognize potential

*An
identified
“opportunity”
can be filled,
whereas
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one may go
unrecognized
as a
need.*

problem areas that may need to be addressed with additional training or other actions.

Volunteer Management Structure. Creating a viable volunteer management structure is important for the stability, growth, and development of the volunteer program in the park. This is part of developing a positive work environment that helps cultivate cooperation and mutual respect among volunteers, park employees, and concessionaires. Individuals with management skills should be recruited to help oversee the daily assignments of volunteers in the park. This is particularly important in “lean times,” when park employees may be otherwise occupied. Volunteers can assist in recruitment, training, scheduling, recording and compiling statistics, and preparing reports, as well as be involved in recognition programs. They also can act in a liaison capacity with other organizations.



Volunteers associated with the San Diego Historical Days Association keep the Mason Street School open.

Other Volunteer Organizations. Within the park are several “volunteer” organizations that provide interpretive programming and other support activities. They include: the Descendents of Old Town, Spinners and Weavers, San Diego Historical Days Association, and volunteers at the First Courthouse. The training for each of these organizations should be integrated, to ensure that everyone understands Old Town’s history,

the purpose for the park and its interpretive programs, and the collective vision for the park.

Recognition. Volunteers add value to the park. For their work, they receive no monetary compensation. Their “reward” comes in the form of accomplishment and a sense of belonging to the park. Volunteer commitment to Old Town San Diego is recognized through department-sponsored special training opportunities, social activities, the distribution of park passes, and a park awards program. Recognition of volunteers could be expanded through special “insider” activities, which offer exclusive access to the park and other nearby historic sites and museums.



Long-time docent and cooperating association member, Mary Ellen Young

Park Support

Private, as well as public support is important for the vitality and economic viability of Old Town. Each sector has a role to play, and each must understand the other's strengths and limitations, so that effective partnerships can be formed.

Cooperating Association

There is one nonprofit organization, the Boosters of Old Town (BOOT) in a contractual relationship (per PRC 513, 5009) with California State Parks. It has a small but very loyal membership dedicated to supporting interpretive programming in the park. The nonprofit's current Articles of Incorporation were filed in 1981.

Corporation Bylaws approved by the Boosters in 1999 cite these objectives:

1. To promote the educational and interpretive activities of the State Park System, principally in the Old Town San Diego State Historic Park;
2. To produce and make available to park visitors, by sale or free distribution, suitable interpretive and educational literature and materials, including books, maps, pamphlets, visuals, and recordings;
3. To acquire and display materials or objects pertaining to the cultural history or natural history of the area for the purpose of adding them to the interpretive collections of the State Park System;

4. To develop and maintain a suitable park library for the Old Town San Diego State Historic Park;
5. To assist in development and improvement of interpretive facilities;
6. To assist financially and otherwise in the establishment and operation of similar cooperating associations in other areas of the State Park System; and
7. To give all possible aid to the State of California in conserving, developing, and interpreting the areas of the State Park System for the benefit of the public.

The cooperating association's Mission Statement reads:

The Boosters of Old Town [San Diego] State Historic Park is a nonprofit corporation in partnership with California State Parks. Its mission is to aid and promote the educational, cultural, and interpretive activities of the California State Parks, principally in Old Town San Diego State Historic Park.

Activities. The Boosters of Old Town San Diego generates income through small and modestly scoped activities, primarily nonprofit store sales and fee-based historic tours of Old Town, as well as donations. Funds earned stay within the park and are distributed among interpretive projects by the BOOT Board of Directors. They respond to requests for funding submitted by State Park staff, or volunteers working under staff direction, for specific project proposals. The cooperating association grosses between \$60,000 and \$70,000 a year. This is equivalent to about one day's gross revenue for the largest concessionaire

operating in Old Town San Diego State Historic Park.



BOOT has sponsored several annual events within Old Town San Diego State Historic Park in the past, among them: History Days, the Descendants Annual Meeting, Volunteer Appreciation Dinner, the Old Fashioned 4th of July, El Fandango, Fiestas Patrias, Holiday in the Park, and genealogical workshops. The organization also assists ongoing interpretive activities at the blacksmith and carpenter shops, the San Diego Union Building, and three period gardens.



*The newsletter of the
Boosters of Old Town*

The nonprofit provides the park with library books, garden tools, supports building and exhibit improvements, subsidizes the development of the park's period attire collection, the acquisition of historic-style furniture and furnishings, and signs, and underwrites period music and dance. BOOT communicates its activities in the park through a newsletter, *The Poppy Paper*, and its website. The organization also funds selected educational field trips to historic locations for staff and volunteers.



Roles and Responsibilities. Many members of BOOT are also docents in the park. A large portion of the group's energies goes toward volunteer activities and functions. Over the past few years, the department has tried to differentiate the role and reporting relationships of docents and volunteers in State Parks from those of park cooperating association member activities. Confusion has arisen within the BOOT organization about its specific role in Old Town. Many individuals have difficulty distinguishing their activities as cooperating association members from those of being docents or volunteers in the park.

Yes

Time Travel is Possible


and

YOU can be a part of it
YOU can be a part of it.

Join the Old Town San Diego Volunteer Docents
creating an environment from out of the past.

Through historic interpretation become a part of that romantic era that was 19th century Alta California.




~~~~~

**Participate in the events that shaped this obscure Spanish mission into a Mexican Pueblo, a world class trading seaport of the 1800s, and an American territorial outpost.**





**Conduct guided tours of this world famous 19th century Pueblo**




~~~~~

Join the other townspeople of this California Pueblo in their celebrations, Fiestas, and fandangos

~~~~~

A professional program of training is provided to each volunteer in:

The history of San Diego from 1821 through 1872.  
Old Town San Diego sites and buildings.  
The creation or acquisition of authentic clothing and articles of attire of the period.  
Methods of conducting tours and assisting the many visitors to the park.

To become volunteer Docents

Contact:

Or

**BOOSTERS of Old Town San Diego State Historic Park**  
4002 Wallace Street  
San Diego, Ca. 92110  
Request information at the Park Headquarters:  
Robinson Rose Building  
(in the Park)

*BOOT's 2004 web promotion of volunteer programs at Old Town San Diego SHP can confuse individuals unfamiliar with the roles and responsibilities of the two organizations.*

This is exacerbated by promotion on the Boosters' website, and elsewhere, that draws attention to volunteering in the park for living history activities and other related programs, but directs the contact to the Boosters rather than to park staff (see an example on the page to the left).

To clarify the differences, the department's *Cooperating Associations Program Guidelines* (section Four—Page 4) explains:

"Typical association business would be board meetings, committee meetings, fundraising, and administrative activities of the association (mailing, filing, correspondence, banking, and accounting), advocacy, lobbying, and other association-managed functions. Cooperating associations have volunteers to assist in the daily business of operating the corporation or to perform other tasks as required. When a volunteer is assisting the association as an association volunteer, it must be understood that the volunteer is, at that time, not a volunteer for California State Parks."

California State Parks' volunteers and docents' roles are defined by the same *Guidelines* (section Four—Page 4). It affirms:

"These people work within the California State Parks Volunteers In Parks Program and typically include docents, camp hosts, mounted assistance units, and other volunteers authorized by the district superintendent to perform park operational functions within the State Parks chain of command. These and other activities that are controlled or directed by California State Parks are considered state business. Typical California State Parks business includes interpretive programs, working in a visitor

center or sales area, docent training, visitor center construction, and other public works, volunteer management, and other state-managed functions.

Docents are highly trained volunteers who interpret for park visitors the cultural, natural, and recreational resources of state parks.”

Program development or management is the responsibility of the state. Ultimate responsibility for interpretive programs in the park rests with the district superintendent. Identifying whether a person is a department volunteer or an association volunteer can define who owns the liability for a volunteer’s actions.

The department also has established a clear separation in its policies on staff supervision in the *Cooperating Associations Program Guidelines* (Section four-Page 5):

“California State Parks, via the Cooperating Association Liaison (CAL) may manage services provided by the cooperating association pursuant to the contract. However, cooperating association staff may not supervise paid staff or volunteers of California State Parks.

**Strategic Planning.** With California State Parks’ budget in flux from year-to-year, the role of park cooperating associations becomes ever more important. State Parks may manage docent and volunteer activities without a cooperating association. However, developing a membership organization that promotes awareness, solicits and accepts grants and donations, and raises funds for the purposes of developing and supporting park interpretive programs and facilities are not the

usual concerns of park operations. It is through these activities that the Boosters of Old Town can be most effective in the state historic park. BOOT has a very important role to play in improving the park and the level of interpretive services that it has to offer.

The BOOT board periodically should reexamine its mission and its identified responsibilities. As Old Town's needs, opportunities, and situation have evolved over the years, so have they affected the nonprofit's role. While the Boosters' Articles of Incorporation and Bylaws define the general purposes of the corporation, its Mission Statement should be more specific. The organization should think strategically about what it does and why it does it.

Adopting the "vision" for the park articulated in this document, and having BOOT direct its actions toward that future are critical steps for advancing Old Town San Diego State Historic Park and turning the vision into a reality. In addition, focusing on specific, achievable strategies will help to strengthen and develop the nonprofit organization.

**Raising Funds.** BOOT's support for park interpretive activities is limited by the funds it has available to use. While generating revenue through guided history tours is helpful, they are not very lucrative. The BOOT store also is hamstrung by its limited stock of merchandise, which has been purposefully selected so as not to compete with the state historic park's concessions. Neither of these activities produce the level of funding necessary to support or underwrite the ongoing, significant interpretive services and improvements needed by the park.

There are other, more effective fundraising strategies possible. Certainly for a park that is located within the second largest city in California and that is this well attended, a host of possibilities exist. Re-examining the organization's purpose and mission can help the board and its members focus on appropriate support activities and opportunities that are available to them. Members of the nonprofit should ask themselves the question, "How do we ensure an adequate funding base to fulfill our mission?" Responding to that question will require a meaningful level of understanding and commitment to the park vision.

To elevate its support for interpretation in the park, BOOT will need to identify and focus on well-defined strategies for improving its fiscal situation, whether it is through board development, seeking public and private grants, creating benefit auctions and other special fundraising events, developing a planned giving program, managing "branded" park merchandise sales (discussed on pages 100-101), or other activities. Each should be designed to take the organization and the park to a new level.

## *Community Involvement*

Through various nonprofit groups and other organizations, the people of San Diego have contributed to the operation and development of the park and its activities. A number of organizations also have provided other valuable support to Old Town. The groups include the following:

**National Society of Colonial Dames of America.** Founded in 1891 and headquartered in Washington, D.C., the National Society of Colonial Dames of America preserves historic sites, buildings, artifacts, and public and private records. The organization helped to furnish Casa de Estudillo with the opening of the state historic park in 1968 and continues to be involved in the park.

**Descendents of Old Town.** Affiliated with the Boosters of Old Town is a group called the Descendents of Old Town. Its purpose is to encourage factual research and to preserve the historical record of early San Diego families. The Descendents meet periodically and support events in San Diego to promote their cultural heritage.

**Old Town State Park Concessions Group.** In partnership with California State Parks, the Old Town San Diego State Park Concessions Group plans cultural, community, and interpretive events for the park and promotes them.

**San Diego Historical Days Association.** The first public school building, Mason Street School, is kept open and staffed by volunteer docents who are members of the San Diego Historical Days Association.

**First San Diego Courthouse Association.** San Diego's original courthouse was researched, reconstructed, and furnished in Old Town San Diego SHP in 1992 by the First San Diego Courthouse Association. The group continues to provide support for the building, along with a limited volunteer staff for its interpretation.

**Serra Museum and the San Diego Historical Society.** Located in Presidio Park above Old Town San Diego SHP is the Serra

Museum, built in 1929 and operated by the San Diego Historical Society. The museum adjacent to the first mission site and the San Diego Presidio interprets the first European/Spanish settlement in present-day California. The Society manages several museums in San Diego, as well as a research archives in Balboa Park. Founded in 1928, the Society has developed extensive photographic and documentary collections related to Old Town San Diego history.

**San Diego Founder's Trail Association.**

The San Diego Founder's Trail Association represents nine parks and museums. Its purpose is draw to attention to landmarks representative of San Diego's early history. The sites include: Cabrillo National Monument, Old Town San Diego, Presidio Park, Mission San Diego, Mission Trails Park, Rancho Peñasquitos, San Pasqual Battlefield, Mission San Luis Rey, and Rancho Guajome.

**Save Our Heritage Organization.** Since 1969, the Save Our Heritage Organization has been a community catalyst for preservation and for raising awareness and appreciation of the region's architectural and cultural heritage. The organization operates the Whaley House Museum on San Diego Avenue, a historic building with important connections to the early history of San Diego.

**Historic Old Town Community Foundation.**

The focus of the Historic Old Town Community Foundation is on educational activities that help communicate Old Town's rich heritage and its contributions to the history of California. The organization is responsible for planning Fiesta Cinco de Mayo. It has established an Education Committee, as well as the "catalyst" organization to promote the Cinco de Mayo event.

**Old Town Chamber of Commerce.** The offices of the Old Town Chamber of Commerce are located on San Diego Avenue. The organization works closely with civic groups and public officials on issues affecting Old Town's community and businesses.

**Heritage Park, San Diego County Park.** Located nearby Old Town San Diego SHP is Heritage Park, a 7.8-acre park administered by San Diego County. Its seven historic structures, once threatened with demolition, were relocated to their present site to preserve them. The buildings have been adapted variously for offices, a bed and breakfast, and stores.

**San Diego County Sheriff's Museum and Education Center.** Located outside the park in Old Town on San Diego Avenue, the San Diego County Sheriff's Museum and Education Center seeks to preserve and promote the history of the County Sheriff's Department from its beginnings in 1850.



*Mormon Battalion  
Visitors' Center  
brochure*

**Mormon Battalion Visitors' Center.** Situated on Juan Street, the Church of Jesus Christ of the Latter Day Saints operates a visitor center focusing on the Mormon Battalion and its early history related to Old Town San Diego.

**Casa de Aguirre Museum.** Directly adjacent to the park is the recently reconstructed Casa de Aguirre. It is part of the "Old Town Market" operated by Historic Tours of America, Inc. as a gift store complex and is associated with their San Diego Trolley Tours. The Casa de Aguirre contains a small museum focused on the site's history.



*The William Heath Davis House Museum in the Gaslamp Quarter.*

**William Heath Davis House Museum.** The historic settlement of modern San Diego originally called New Town is represented in the William Heath Davis House, now a museum located at 4<sup>th</sup> Avenue and Island (It has been moved several times). It is operated by the Gaslamp Quarter Historical Foundation.

Collaboration with the above organizations is important for accomplishing the goals and achieving the mission of Old Town San Diego State Historic Park. Each organization should be considered a valued stakeholder that can offer a unique perspective on the park and its operations. In addition, these organizations have importance as a group which can raise the visibility and support for history throughout the San Diego community.

## *Public Recognition*

Competition for visitor attention in the greater San Diego area is fierce. Major commercial tourist destinations, like Sea World, the San Diego

Zoo and Wild Animal Park, Balboa Park, and Legoland spend substantial budgets yearly directed toward advertising and promotion. They have developed sophisticated marketing tools for capturing the attention of visitors.

On the other hand, Old Town San Diego State Historic Park has made only sporadic marketing and promotional attempts over the years with minimal funding. Advertising has depended upon community notices and park concession activities. Several concessions have had significant marketing budgets; however, they rarely have been coordinated with the department. To date, no overarching plan to guide a public recognition program has been produced for the park.

Currently, the park does not maintain a website—a major opportunity lost. In addition, promotional rack cards (a popular mechanism for developing awareness) have not been produced except as part of an advertising campaign for one of the park concessions. A recently created state park brochure informs individuals and groups who tour the park facilities, but it was not designed to raise awareness outside of the park's boundaries.

More needs to be done to promote history and Old Town in the greater San Diego area. This is a challenge for the entire “historic” community, as history falls well below the “radar” in the city. The San Diego Convention and Visitors’ Bureau is symptomatic, paying very little attention to most historic sites in the area. Promotional videos presented on the in-house channels of many upscale San Diego hotels do not show or even mention the historic *pueblo*. (Most of these promotions are underwritten by commercial sponsors.)

If history is represented in the media, it is generally nostalgic and celebratory with very little interest in the accuracy of the representation. One of Old Town San Diego's problems is in the misunderstandings created by the Chamber of Commerce and others many years ago with the slogan: "San Diego: The birthplace of California." When applied to Old Town San Diego, it causes great confusion. As noted before, Old Town was founded 50 years after the first European settlement in California at the Spanish *presidio* and mission on Presidio Hill.

Today, an opportunity exists to reshape public perceptions and capture their imaginations anew with a fresh slogan for Old Town. Developing a new catch phrase would not only help to "sell" the park, but also interpret it appropriately. With other stakeholders in the history community, the department should work together to create a marketing and promotional plan that will raise the public's recognition and support for history throughout the region.

## Comparing Old Towns

Excluding the reconstructed villages of native California Indian communities, like Sumêg Village at Patrick's

Point State Park, California State Parks currently manages twenty-one historic districts or "old towns" among its facilities (see the chart on the page that follows). They range from early Spanish missions, like La Purisima Mission State Historic Park founded in

1787, to communities established during the Mexican period, including Old Town San Diego State Historic Park and Sonoma State Historic Park, to Gold Rush era towns, like Columbia, and military bases, such as Camp Reynolds and Fort McDowell on Angel Island—now part of a state park, to a 20<sup>th</sup> century beach community at

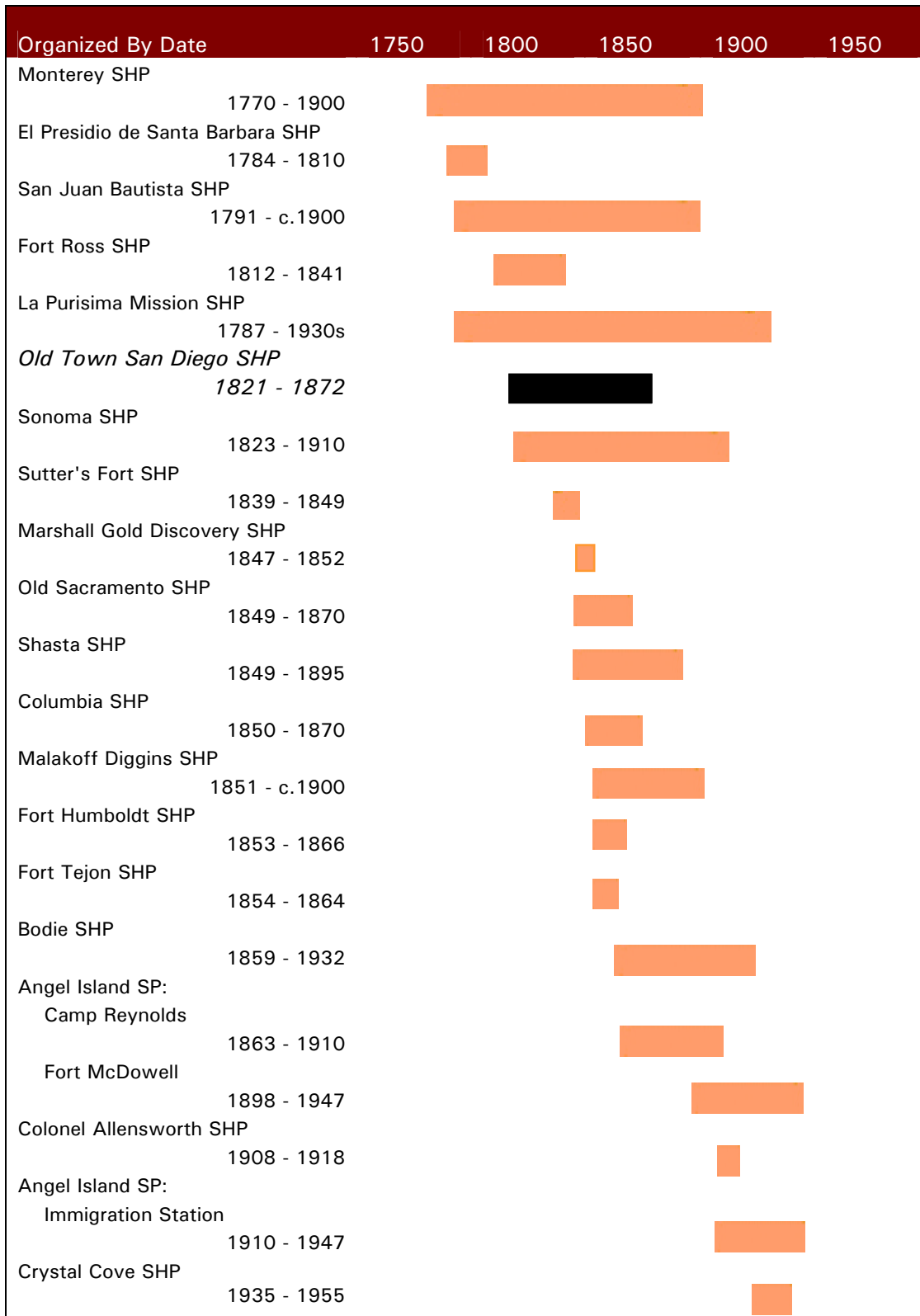


*A mud wagon stops to pick up passengers at Columbia State Historic Park*

Crystal Cove State Park. Each tells a unique story in the larger framework of California history.

Most are managed by the department using general funds, often augmented with additional support from cooperating associations. They include state historic parks, like Fort Ross, San Juan Bautista, and Bodie. In addition, concessions operate within six of the historic districts—Old Town San Diego, Monterey, Marshall Gold Discovery (Coloma), Old Sacramento, Columbia, and soon, Crystal Cove. Funds generated by the businesses in these historic communities are returned to the state's general funds—not to the individual parks where they were produced (except as state general fund support). El Presidio de Santa Barbara State Historic Park is an exception. It is managed by the

## California State Parks' Historic Communities



nonprofit Santa Barbara Trust for Historic Preservation, established in 1963 to preserve, restore, reconstruct, and interpret historic sites within Santa Barbara County.

These historic communities are rich resources that could be tapped to inform and educate with respect to: history, period activities, material culture, restoration and maintenance techniques, concession operations, cooperating associations, park programming, and interpretive methodologies. Recognizing their common connections offers opportunities for sharing resources more widely. Old Town San Diego overlaps the interpretive periods of fifteen state park “old towns,” as indicated to the left.

In the past, individuals from a few of the historic communities have worked together, one-on-one. The department could benefit by developing further structured communications among the “old towns” to share resources on a more regular basis. The department’s Interpretation and Education Division could bring together the various “old town” superintendents, interpreters, historians, archeologists, concession coordinators, and maintenance through an internet list serve, as well as occasional meetings to discuss collective opportunities and concerns.

When compared with other “old towns” throughout the United States and other countries, California State Parks is unusual in its approach to their operation. There is a heavy dependence upon private businesses (as concessions) to bring the “old towns” to life. A survey of widely recognized historic museum communities in the United States and Australia (see the next two pages) revealed that the most familiar and successful ones are operated as nonprofits. Places like Colonial Williamsburg, Plimoth Plantation, and Old Sturbridge Village use commercial activities to support the non-profit operation and to enhance the interpretive experiences for visitors. The businesses operating

## Comparing Heritage Towns in 2003

|                                                                              | <i>Authority</i>      | <i>Est.</i> | <i>Acres</i> | <i>Bldgs.</i> | <i>Paid Staff</i> |                  |
|------------------------------------------------------------------------------|-----------------------|-------------|--------------|---------------|-------------------|------------------|
|                                                                              |                       |             |              |               | <i>Full Time</i>  | <i>Part Time</i> |
| <b>Old Town San Diego</b><br><b>State His. Park</b><br>San Diego, California | California State      | 1968        | 13           | 40 +          | 15*               | 25               |
| <b>Harper's Ferry Nat'l Historic Pkwy.</b><br>Harper's Ferry, West Virginia  | National Park Service | 1970        | 2,344        | 56            | 99                | 9                |
| <b>Old Sturbridge Village</b><br>Sturbridge, Massachusetts                   | Non-profit            | 1946        | 200 +        | 40 +          | 124               | 212              |
| <b>Conner Prairie</b><br>Fishers, Indiana                                    | Earlham College       | 1964        | 1400         | N.A.          | 91                | 138              |
| <b>Plimoth Plantation</b><br>Plymouth, Mass.                                 | Non-profit            | 1947        | 130          | 25            | 121               | 86               |
| <b>Sovereign Hill</b><br>Ballarat, Victoria, Australia                       | Non-profit            | 1970        | 60           | 60 +          | 300 +             | N.A.             |
| <b>Old World Wisconsin</b><br>Eagle, Wisconsin                               | Wisconsin State       | 1976        | 567          | 67            | 12                | 150              |
| <b>The Hagley Museum &amp; Library</b><br>Wilmington, Delaware               | Non-profit            | 1952        | 235          | 20 used       | 79                | 89               |
| <b>Colonial Williamsburg</b><br>Williamsburg, Virginia                       | Non-profit            | 1926        | 301          | 88            | 1,140             | 379              |
| <b>Mystic Seaport</b><br>Mystic, Connecticut                                 | Non-profit            | 1929        | 40           | 60            | 290               | 60               |

\* Plus 666 additional full and part time concession employees.

|                                                                                  | <i>Volun-<br/>teers.</i> | <i>Attendance</i> | <i>Annual</i>       |                         | <i>Hours</i>                        |
|----------------------------------------------------------------------------------|--------------------------|-------------------|---------------------|-------------------------|-------------------------------------|
|                                                                                  |                          |                   | <i>Entry Fee</i>    | <i>Operating Budget</i> |                                     |
| <b>Old Town San Diego State Historic Park</b><br>San Diego, California           | 60                       | 4,000,000 ±       | None                | \$ 1.1M**               | 9-5 daily +<br>(changes seasonally) |
| <b>Harper's Ferry Nat'l Historic Parkway</b><br>Harper's Ferry,<br>West Virginia | 769                      | 310,489           | \$ 3                | \$ 5.7M                 | 8-6 Sum.<br>8-5 Winter              |
| <b>Old Sturbridge Village</b><br>Sturbridge, Massachusetts                       | 108                      | 390,118           | \$18/<br>\$ 9       | N.A                     | 10-4 Winter<br>9-5 Spr-Sum          |
| <b>Conner Prairie</b><br>Fishers, Indiana                                        | 1,296                    | 320,000           | \$11/<br>\$ 7       | N.A.                    | 9:30-5 Tues-<br>Sat                 |
| <b>Plimoth Plantation</b><br>Plymouth, Massachusetts                             | 197                      | 367,000           | \$22/<br>\$ 14      | \$ 8-9 M.               | 9-5 April-<br>Nov                   |
| <b>Sovereign Hill</b><br>Ballarat, Victoria, Australia                           | 200 +                    | 575,000 +         | \$12.50<br>(\$6 US) | \$ 7.5 M.<br>(US \$)    | 10-5 daily                          |
| <b>Old World Wisconsin</b><br>Eagle, Wisconsin                                   | 200                      | 75,000            | \$14/<br>\$ 8.50    | \$ 2.5 M.               | 10-4 Winter<br>10-5 May-Oct.        |
| <b>The Hagley Museum &amp; Library</b><br>Wilmington, Delaware                   | 450                      | 80,725            | \$ 11/<br>\$ 4      | \$ 6.1 M.               | 9:30-<br>4:30 daily<br>March-Dec    |
| <b>Colonial Williamsburg</b><br>Williamsburg, Virginia                           | 870                      | 983,000           | \$27/<br>\$16       | \$204.4 M.              | 9-5 daily                           |
| <b>Mystic Seaport</b><br>Mystic, Connecticut                                     | 1,300                    | 400,000           | \$17/<br>\$ 9       | \$ 20 M.                | 9-6 daily<br>10-5 winter            |

*\*\*Excluding concessions' investments. M = million.*

within the boundaries of the historic district are strictly controlled with regard to the selection and display of merchandise, staff attire and interactions with visitors, as well as period business practices.

As indicated on the chart, Harper's Ferry National Historic Parkway, established in 1970, appears to have the closest operational model in the survey to Old Town San Diego. With a few more buildings (56 as opposed to 40) and considerably more acreage, it has six times the level of full time staffing. It also has 3,700,000 fewer visitors a year than Old Town San Diego.



*Living history volunteers re-enact militia parade at Harper's Ferry.*

Admission is charged at all of the "old towns" surveyed (from \$3 to \$27), except for Old Town San Diego. Places, like Colonial Williamsburg where there is no controlled access to the park setting (as with Old Town San Diego), employ tickets to differentiate visitors who have paid their admission fees. And, only these visitors are allowed to enter the interpretive facilities. Also, among those responding to the survey, it appears that Old Town San Diego has the smallest yearly operating budget.



*The Apothecary at Colonial Williamsburg.*

Many of the most successful of the nonprofits, as well as some of the government-operated historic museum communities, have tiered membership programs. They attract contributions from statewide and national supporters, as well as local visitors. The nonprofits offer special incentives—discounts, behind-the-scenes tours, banquets, and exceptional programs and lectures—as a means to increase and sustain interest. They also have effective outreach through advertising, promotions, and an extensively developed web site. These organizations continually reach out to their members to reaffirm their value to the historic community.

## *Goals and Objectives for Old Town*

Revitalization of the park and its interpretation is a complex process, which cannot be accomplished through a single project. For long-term success, a comprehensive approach must be tried. Eight broad goals for Old Town San Diego State Historic Park form the foundation of this section. Seven are derived from the “Old Towns” Initiative, reflecting the kind of place envisioned by all of the stakeholders. In addition, the SPI team felt that boosting public awareness of the park to be crucial enough to warrant inclusion as an eighth goal. It would “build positive public recognition for Old Town San Diego State Historic Park.”

In support of each goal, there are two or more “objectives” for its achievement specific to Old Town San Diego. They distill the ideas gathered from earlier documents and from ones offered by staff, volunteers, and concessionaires. The goals and objectives address concerns for establishing an engaging historic environment that is at once lively and authentic. Additional steps or “strategies,” are identified, along with the objectives. Together these elements form a roadmap for delivering interpretive services and activities that will distinguish and enhance Old Town San Diego State Historic Park as a cultural resource center.

An “abridged list” of the goals and objectives is presented first, to offer an overview of the conceptual framework. (This list has not been prioritized.) The more detailed version immediately follows the abbreviated list, with strategies and steps for implementation.

*Goal I:* **Make Old Town San Diego State Historic Park come alive, recreating its vital, exciting character.**

*Objectives:*

1. Create the impression of an active, living, "historic" population in Old Town San Diego.
2. Re-create Old Town's historic environments and landscape features.
3. Reduce and/or eliminate modern intrusions in the historic park.
4. Give priority to new reconstruction work in the park in the vicinity of Garden Street, Old Beach Road, and San Diego Avenue, to enhance the historic experience at one of the park's principal entrances.
5. As funding becomes available, and with archeology and historic structures reports completed, reconstruct historic buildings in the park for expanded interpretation.

*Goal II:* **Engage park visitors on a daily basis for fun, as well as education.**

*Objectives:*

1. Provide interesting, appropriate historic-style signage that offers a unified appearance and is available to park visitors at any hour with current information.
2. Offer interpretive programming that is both visible and frequent.
3. Develop a variety of entertaining, innovative interpretive services to capture the attention and involve visitors.

**ABRIDGED LIST  
of GOALS and  
OBJECTIVES**

*Complete list begins  
on page 101.*

4. Produce printed materials to stimulate interest in the park's history and programs.

***Goal III: Bring authenticity to Old Town San Diego to renew interest in the park as a valuable repository of California history and culture.***

***Objectives:***

1. Increase the number of facilities and programs that take advantage of up-to-date research, modern interpretations of San Diego history, and are reflective of the community's historic diversity.
2. Create interpretive programs that meet grade school curricula needs, as well as learning environments that relate to college interns, and non-traditional park visitors.
3. Reduce or eliminate modern intrusions in the park, such as utility boxes, modern vehicles, and non-period sounds and structures.

***Goal IV: Initiate appropriate special events.***

***Objectives:***

1. Create special activities year-round in the park tied to Old Town's history and cultural traditions.
2. Establish a yearly budget for planned special events in the park.
3. Examine the possibility of organizing a major folklife festival, highlighting Old Town's multicultural history and traditions.

*Goal V:* **Support and encourage concession activities that promote history.**

*Objectives:*

1. Develop interpretive resources (like interpretive furnishing plans, with information about period furniture, merchandise, attire, and suggested programmatic elements) for concessions to support their interpretive activities.
2. Coordinate and integrate interpretive programming in the park on a daily, weekly, and yearly basis.
3. Encourage appropriate street activities for concessionaires (not necessarily handcarts) in and around the Plaza.
4. Establish an interpretive, historic, transportation vehicle concession—stagecoaches, mudwagons, freight wagons—in the park, as a daily activity.
5. Review interpretive activities offered by concessions.
6. Keep concessionaires informed about the park's interpretive projects, programs, and training and encourage their participation.

*Goal VI:* **Provide resources that will enhance an understanding of the park's historic environments.**

*Objectives:*

1. Produce historical reference materials to facilitate better interpretation of San Diego during the interpretive period, 1821 to 1872 and its secondary interpretive periods.

**ABRIDGED LIST  
of GOALS and  
OBJECTIVES**

*Continued*

2. Upgrade and maintain the interpretive reference library, keeping it accessible in the park to staff, docents, and concessions, and available with regular hours.
3. Create opportunities for ongoing research, to identify appropriate historical events and traditions for interpreting in Old Town San Diego.
4. Train park staff, docents, and concessionaires in good interpretive techniques and sound park practices.

*Goal VII: Create long-term strategies for interpretive programming.*

*Objectives:*

1. Utilize park interpretive planning teams to develop or update interpretive plans and historic reports.
2. Establish a group of teachers to periodically review and advise the park on the interpretive programming directed toward students and the state's educational standards.
3. Develop park training manual(s) to standardize, inform, and direct staff, docents, and concessionaires about Old Town's history and significant stories, historic landscaping, crafts and trades, interpretive methods, media training, accessibility, and park values.
4. Develop historic structures reports for Old Town's remaining original 19th and early 20th century buildings, to direct ongoing and future restoration and interpretation in the park.
5. Assist cultural organizations in developing programs in the park that emphasize the contributions of California's ethnic and cultural groups.

6. Establish a volunteer advisory committee, composed of representatives from various groups who use the park, to support volunteer participation in Old Town San Diego.
7. Schedule regular program evaluations and interpretive training for all staff, volunteers, and concession operators.
8. Investigate and evaluate different forms of interpretive media (e.g. structures, audio systems) to determine the most effective vehicles for communicating park messages.
9. Recruit an ethnically diverse work force of staff and volunteers.

*Goal VIII:* **Build positive public recognition for Old Town San Diego State Historic Park.**

*Objectives:*

1. Create a new slogan for the park—a message that expresses the park’s values—and promote its use on signs, brochures, and other promotional materials.
2. Develop a higher public profile for Old Town San Diego State Historic Park, in San Diego and throughout California.
3. Encourage the Boosters of Old Town to expand its cooperative role in support of educational and interpretive programming and facilities in the park.
4. Regularly share resources and exchange ideas with other historic “old towns.”
5. Raise awareness and support for Old Town San Diego State Historic Park, its ongoing activities, and its future development.

**ABRIDGED LIST  
of GOALS and  
OBJECTIVES**

*Continued*

# *Goals, Objectives, and Strategies for Old Town*

*Goal I:* Make Old Town San Diego State Historic Park come alive—re-creating its vital, exciting character.

## **Objectives**

### ***1. Create the impression of an active, living, “historic” population in Old Town San Diego.***

#### *Strategies*

- ☒ Insure that all staff, concessionaires, docents, and volunteers have access to and wear period attire when working in the park.
  - Develop standards of period attire for staff, docents, volunteers and concessionaires, and formalize a clothing review committee for the park.
  - Expand the park’s historic-style clothing closet for use by more staff and docents.
  - Establish and maintain an annual line item in the park budget for the purchase of period attire and accessories.
  - Enable uniformed staff to wear period attire during regular work hours.
  
- ☒ Increase Old Town’s “population” by aggressively recruiting and training culturally sensitive volunteers as docents for active park programming.
  - Create a media campaign, including a recruitment brochure to draw attention to Old Town and the need for docents.

- Through educational programs, including service learning, encourage student involvement in the park as docents.
  - Develop a quality training program for docents that integrates history with interpretive methods, and techniques, and relates well to San Diego's visitors.
  - Establish duty statements for volunteers needed in the park.
  - Recruit for multilingual volunteers and docents, who can speak and/or read and write the languages used by park visitors.
- ☒ Organize and train a group of park docents as "Californios" to create a "critical mass" of historic, Mexican personalities, who will be able to provide consistent, quality programming.
  - ☒ Facilitate an exchange program for living history docents from other parks and museum facilities, to help increase diversity and knowledge and to expand the skills of the docents (e.g. invite individuals from Monterey SHP, Sutter's Fort SHP, El Presidio de Santa Barbara SHP, San Pasqual Battlefield SHP, and William B. Ide Adobe SHP, among others).

## **2. *Re-create Old Town's historic environments and its landscape features.***

### ***Strategies***

- ☒ Develop a phased, operational landscape plan, that showcases Old Town's historic eras and removes or minimizes non-period intrusions.
- Research gardening practices for San Diego in the mid-19<sup>th</sup> century.

*Goal I:  
Make  
Old Town  
San Diego  
State  
Historic  
Park  
come alive—  
re-creating  
its vital,  
exciting  
character.*



*The Machado-Smith family posed beside the Smith House.*

- Analyze historical records, perform pollen analyses, and prepare a report on Old Town's historical appearance, plants, and their evolution over time.
  - Identify intrusive modern features in the park, including grass turf, large electrical boxes, street drains, concrete paving, and undocumented, non-period structures that detract from the historic environment, and make recommendations for their removal or minimization.
  - Project future development in the park and provide direction for reducing potentially intrusive elements in the landscape.
  - Develop a budget for the phased implementation of the landscape plan.
  - Activate the landscaping plan in phases, completing it within 5 years of approval.
  - Provide ongoing training for interpreting the historic landscape.
- ☒ Re-introduce appropriate animals—sheep, horses, chickens, mules, oxen, etc.—into the historic landscape with the help of local organizations, like 4H and Future Farmers. Enable them to raise, tend and to interpret the animals to visitors.
- Through research, identify animals found historically in Old Town San Diego from 1821-1872, and make recommendations as to their appropriateness in a report.
  - Create a team to include park concessions and city and community organizations to develop a plan for animals to be reintroduced into the historic environment.
  - Develop plans for the interpretation of the animals and provide training for the animal's support and care in the park.

- Establish an interpretive, operational historic-style vehicle concession in the park. (See Goal IV, Objective 4.)

### **3. *Reduce or eliminate modern intrusions in the historic park.***

#### ***Strategies***

- ☒ Establish “Park Rules” that include barring non-period display devices, except those permitted for special events.
- ☒ Prohibit the use of electric “Christmas”-style lights throughout the park, all year long.
  - Restrict the use of plastic display materials and non-period flags and banners, except for park-approved special events.
- ☒ Provide an environment free of modern electronic sounds, motor noises, and other non-period distractions.
  - Eliminate the use of motorized vehicles in and around the plaza between 10 a.m. and 5 p.m., unless there is an emergency.
  - Eliminate pre-recorded music in the park, except for special events.
  - Restrict the amplification of music to after 5 p.m. and to special events.
  - Eliminate the use of leaf blowers and other devices detracting from the historic environment.
- ☒ In order to reduce the level of noise impacting the park from nearby freeways, work with CalTrans and community leaders to build sound walls along the elevated portions of the freeway near Old Town.

*Goal I:  
Make  
Old Town  
San Diego  
State  
Historic  
Park  
come alive—  
re-creating  
its vital,  
exciting  
character.*

- ☒ Work with the San Diego City Council and Railroad Safety Branch of the Public Utilities Commission to reduce or eliminate train horns at the nearby crossing.



*One of the Machado-Smith Houses on Garden Street*

***4. Give priority to new reconstruction work in the park in the vicinity of Garden Street, Old Beach Road, and San Diego Avenue, to enhance the historic experience along one of the park's principal entrances.***

***Strategies***

- ☒ Reconstruct the two Machado-Smith Houses (GDP #38 and 38A) and landscape for expanded interpretive programming and much-needed staff offices in Old Town. (Precede development with a historic structures report and an interpretive plan.)
- ☒ Move the existing restroom activities on Garden Street (now a visual assault on visitors coming into the park) to a more discreet, but convenient, location in an adapted wooden shed structure behind the Robinson Building (GDP #23).
- ☒ Rebuild the Little Plaza School (GDP #23A) on its original site (the current restroom location on Garden Street) and use it for orienting school groups, environmental studies activities, docent training, and other essential park interpretive programs. (Precede development with a historic structures report and interpretive plan.)
- ☒ Reconstruct the Casa Consistorial (GDP #22), an original adobe structure of the Mexican era in the plaza, to focus park interpretation on the story of government under Mexican rule. (Precede

development with a historic structures report and interpretive plan.)

- ☒ Reconstruct the Franklin House and Annex (GDP #6 and 6A) on their original sites and develop for interpretive and concession use. (Precede development with a historic structures report and interpretive plan.)

**5. As funding becomes available, and with archeology and historic structures reports completed, reconstruct historic buildings in the park for expanded interpretation.**

**Strategies**

- ☒ Reconstruct *La Tienda General* (GDP #37), Ybarra-Wilder-Smith House (GDP #29), Casa de Snook (GDP #31), Casa de Carrillo-Fitch (GDP #28), Blackhawk Livery Stable (GDP #17A) and Casa de Osuna (GDP #30).
- ☒ Examine existing 20<sup>th</sup> century structures now located on historic 19<sup>th</sup> century sites to determine their eligibility for the National Register, before deciding about developing the sites beneath.



*A mid-20<sup>th</sup> century view of the Casa de Pico Motor Hotel*

*Goal I:  
Make  
Old Town  
San Diego  
State  
Historic  
Park  
come alive—  
re-creating  
its vital,  
exciting  
character.*

*Goal II:* Engage park visitors on a daily basis for fun, as well as education.

## Objectives

- 1. Provide interesting, appropriate historic-style signage that offers a unified appearance and is available to park visitors at any hour with current information.***

## Strategies

- ☒ Coordinate the review and the upgrade of signs, maps, and visitor information for a more unified appearance, historical accuracy, and better service.
- Review and upgrade park signs annually each January, using recommendations from *A Guidelines for Signs* developed for the Old Sacramento Historic District.
- Develop an interpretive plan that supports the production of interpretive signs for self-guided opportunities in the park, without detracting from the “living history” environment.
- Develop historic-style, painted wooden signs to promote daily programs, as well as colorful banners and flags for living history days and special events.
- Evaluate the need for signage in other languages and establish a plan for developing and producing appropriate signs.
- Establish a comprehensive sign plan and maintain an annual line item in the Old Town park budget for upgrading signs, maps, banners, and flags.



*The signs on the Commercial Saloon in Old Town were painted on the adobe walls.*

## 2. Offer interpretive programming that is both visible and frequent.

### Strategies

- ☒ Develop daily, weekly, and yearly programming schedules for the park, listing all public tours, school tours, living history, demonstrations, lectures, storytelling, archeological activities, special events, etc., in the park. (See Goal III, Objective 2 and Goal V, Objective 2.)
- ☒ Provide audio-visual orientation programs for the public and update them regularly.
- ☒ Regularly feature interpretive programs and activities and special events on the open area of the plaza and other areas of the park.
  - Organize a weekly certified farmers' market in the park.
  - Give emphasis to living history programs by placing very visible elements in the plaza, like canvas structures and/or historic-style vehicles and by using animals.
  - Organize special events and activities in the plaza. (See Goal IV and Goal V, Objective 3.)
  - Use the plaza for appropriate concession activities. (See Goal V, Objective 3.)
  - Develop living history scenarios, integrating the history of the park's buildings and residents with park themes and concession activities. (See Goal IV, Objective 1.)
  - Establish approval procedures for interpretive activities in the park.

*Goal II:  
Engage  
park visitors  
on a  
daily basis  
for fun,  
as well as  
education.*



*Horses were an important part of Old Town life.*

- ☒ Produce accessible interpretive services that can be enjoyed by all visitors.
  - Videotape and caption the interpretive walking tour given daily in the park, to be shown when requested.
  - Establish a list of sign language interpreters, who will be able to assist deaf visitors with tours, when requested in advance of their visit to the park (required by law).
  - Review interpretive programming given by staff, volunteers, and concessionaires and offer training, to insure it is accessible for all park visitors.
  - Create an audio tour system for the park that provides flexibility for learning levels, multilingual capabilities, and descriptive text for the visually impaired.
  
- ☒ Consolidate and relocate crowded staff offices on the second floor of the Robinson Building, to enable greater use of the space for interpretive programming. Relocating the offices to one of the reconstructed Machado-Smith Houses will also promote greater visibility and better public access.
  
- ☒ Utilize a room in the *Casa de Estudillo* for a curatorial office to assure a staff presence that can watch over the historic building and its collections, and look after its preservation and interpretation.

**3. Develop a variety of entertaining, innovative interpretive services to capture the attention and involve visitors.**

*Strategies*

- ☒ Re-establish historic, everyday life activities as part of the park's daily programming. (See the Appendix for "Activities for Old Town San Diego.")
  - Develop activities that reflect making and cleaning clothing and textiles for the home.
  - Research food preparation and preservation techniques, along with appropriate tools and equipment, and employ them in programming.
  - Research and set up period gardening practices in the park.
  
- ☒ Increase the use of storytelling in the park.
  - Research folktales and *adivinanzas* (rhymes and riddles) from the park's interpretive period and incorporate storytelling into living history programs.
  - Cultivate a relationship with local storytelling guilds to recruit storytellers as volunteers.
  - Develop interpretive training that incorporates storytelling content and techniques in the program.
  
- ☒ Increase the number, variety, and the authenticity of craft demonstrations offered by the park.
  - Research the types of daily trades and crafts practiced in Old Town San Diego from 1821-1872, and produce a report that offers details about the practices.
  - Cultivate relationships with craft and trade guilds, such as spinners, weavers, woodworkers,

*Goal II:  
Engage  
park visitors  
on a  
daily basis  
for fun,  
as well as  
education.*

carpenters, and build them into the volunteer base, to increase historic-style demonstrations in the park.

- Develop interpretive training that teaches historic craft skills and safety to staff and docents.

- ☒ Expand and develop the space available for interpretive sales for the Boosters of Old Town, to enable them to increase support for interpretive programming in the park.

- ☒ Develop a relationship with a bilingual, multicultural theatrical group to provide talent, advise, and improve dramatic presentations for more effective interpretive programming.

- ☒ Organize a special schedule of evening programs during the summer months, to reach out to visitors using the park after regular park hours.



*Embroidering is one of a host of skills that can be demonstrated.*

- Develop interpretive programs in cooperation with park concessions. Programs might begin or end at a store or restaurant, if there is a connecting concept or theme.
- Consider establishing value-added, self-supported evening lantern tours through the park's cooperating association.

- ☒ Produce a web site for Old Town San Diego SHP.

- Develop an interagency agreement or contract with a web designer to produce and maintain a multilingual web site for the park.
- Create or reproduce downloadable, multilingual interpretive materials that may be used on- or off-site.
- Incorporate an interactive children's page.
- Place the park's 4<sup>th</sup> grade teacher's guide and other curriculum materials on the web site.

- Establish and maintain an annual line item in Old Town's park budget for web development and maintenance.
- ☒ Provide space for showcasing changing or traveling exhibits that feature the history, lifeways, and historic art of San Diego, California, and Mexico.
  - Identify interpretive facilities for exhibits in the park and determine their capacity (space available, lighting, security, staffing) for handling changing or special displays.
  - Administer these facilities in order to promote their use for changing exhibits.
  - Contact the California Council for the Humanities for possible traveling exhibits, along with the Smithsonian Institution's Travelling Exhibition Service, and other museum organizations.
  - Establish a line item in the park's annual budget for developing changing exhibits or bringing special traveling exhibits to Old Town.
- ☒ Where possible, employ animals in the park's interpretive programming. (See Goal I, Objective 2.)

*Goal II:  
Engage  
park visitors  
on a  
daily basis  
for fun,  
as well as  
education.*

#### ***4. Produce printed materials to stimulate interest in the park's history and programs.***

##### ***Strategies***

- ☒ Establish a committee to oversee and coordinate the development of the park's short-lived, as well as more durable publications.
- ☒ Develop a park guidebook that coordinates with and substantially supplements information in interpretive exhibits.



- ☒ Produce period-style promotional materials that help raise the visitors' awareness of the park's interpretive programs and activities.
  - Experiment with give-away maps on which are photocopied daily or weekly program schedules. (See examples for Barkerville, Canada in the Appendix.)
  - Try providing pocket-sized, historic-style "tickets" with check boxes, to insure visitors know about all of the park's interpretive offerings.
  - Produce period-style, text-based "broadside" that list weekly or monthly schedules, and distribute them with merchandise sold by park concessions.
  - Reproduce historic San Diego newspapers and within them, incorporate information about the park.
  - Establish and maintain an annual line item in the park budget for providing printed, promotional materials for the park.
  
- ☒ Produce articles for magazines and professional journals on all aspects of Old Town's history.
  - Articles suitable for publication should be produced from each report developed for the park.
  - Encourage staff to produce articles for publication.
  
- ☒ Publish books and booklets directed toward children, youth, and adults on the history of Old Town.
  - Develop a children's activity book.
  - Create a series of biographies about the people of Old Town.

*Goal III:* Bring authenticity to Old Town San Diego to renew interest in the park as a valuable repository of California history and culture.

## Objectives

***1. Increase the number of facilities and programs that take advantage of up-to-date research, modern interpretations of San Diego history, and are reflective of the community's historic diversity.***

## Strategies

- ☒ Complete long-standing interpretive facilities and renew worn, older exhibits in the park.
  - Develop, open, and staff the McCoy House (GDP #44) as Old Town San Diego's interpretive center.
  - Produce exhibits that orient visitors to the park in the Robinson Building.
  - Generate a focused interpretive landscape plan that emphasizes San Diego's changing environment and horticultural practices for the area between the McCoy House and Robinson Building, and implement the plan (See Goal I, Objective 2).
  - Renovate (by renewing photographs and text panels) the first floor transportation exhibits at Seeley Stables.
- ☒ Reconstruct the Blackhawk Livery Stable to better interpret the department's Roscoe Hazard collection of 19<sup>th</sup> century vehicles.
- ☒ Create a yearly program of continually improving themed programs. (See Goal IV, Objective 1.)

- ☒ Re-examine and revise or develop new interpretive and/or furnishing plans for the park's existing historic structures, reconstructions, and sites, including buildings used for concessions.
- Prioritize interpretive planning work, beginning with those sites most actively used by visitors and volunteers. (See the suggested priorities in the Mechanisms for Implementation section that follows.)
- Incorporate into the interpretation, the most recent, relevant information about the particular site, its evolution, and the people associated with the site.
- Utilize historical research from bilingual historians and Mexican historians from Baja California.
- Make recommendations for staffing interpretive facilities.
- Provide suggestions for complementary interpretive activities, such as living history scenarios and other educational programs (e.g. cooking, weaving, gardening, blacksmithing, woodworking, tanning leather classes).
- For buildings used by concessions, offer interpretive schemes for interior furnishings, merchandise, period attire, and programmatic elements. Make recommendations for minimizing modern intrusions.
- Provide training for staff, docents, and concessionaires, when each interpretive plan is completed, as well as when the plans are implemented.
- ☒ Plan for future development in the park by investing in historic structures reports for sites, where reconstructions are planned. (See the suggested priorities in the Mechanisms for Implementation Section.)



*Children posed outside of the Second Mason Street School, c. 1873*

**2. Create interpretive programs that meet grade school curricula needs, as well as learning environments that relate to college interns, and non-traditional park visitors.**

**Strategies**

- ☒ Update and distribute the Old Town San Diego Teacher's Guide and pre-visit training materials, to focus 4<sup>th</sup> grade student involvement in the park to all teachers interested in the program.
- ☒ Develop guidelines and recommendations for environmental studies and environmental living programs.
- ☒ Provide space in the park for educational programs that promote an understanding of San Diego's history and rich cultural traditions.
  - Encourage grade schools to incorporate the study of Old Town San Diego in their curriculum.
  - Invite teachers, looking for community-based work activities for their students, to use the park for a work-learn environment.
  - Conduct workshops to help teachers learn how to use Old Town effectively in their curriculum. (See also Goal VII, Objective 2.)
  - Encourage nearby museums, universities and research centers to focus educational programming both in and on the park.
  - Offer school credits to students involved in school programs and projects in Old Town San Diego.
  - Support the use of the park by ElderHostel and other multi-generation learning programs.
  - Work with ElderHostel to create service and intergeneration programs in the park.

*Goal III:  
Bring  
authenticity  
to  
Old Town  
San Diego  
to  
renew interest  
in the park  
as a  
valuable  
repository of  
California  
history  
and  
culture.*

- Develop guidelines for Environmental Studies programs in the park.

- ☒ Encourage scholarship on Old Town San Diego by university graduate students through internships or by offering other research opportunities.



*A military unit sits for the photographer in front of the Robinson Building.*

- ☒ Develop relationships with non-traditional community educators, encouraging the use of the park for teaching historic-style cooking, traditional gardening practices, period woodworking and crafts, storytelling, period music, etc.

- ☒ Assess the need and develop appropriate educational programs and materials in languages other than English.

### ***3. Reduce or eliminate modern intrusions in the park, such as utility boxes, modern vehicles, and non-period sounds and structures.***

#### ***Strategies***

- ☒ Relocate utility boxes in the park to reduce their visibility. Keep them off the Plaza and away from park entrances and adjacent roads.
- ☒ Reduce the volume of noise in the park generated by Interstates 5 and 8. Explore the construction of sound walls on the freeways with CalTrans.
- ☒ Reduce leaf blowing equipment in the park to before or after the park “officially” opens and closes or use alternate/period methods to remove landscaping debris.
- ☒ Eliminate the use of modern vehicles during regular park hours.

## *Goal IV:* Initiate appropriate special events.

### Objectives

#### **1. *Create special activities year-round in the park tied to Old Town's history and cultural traditions.***

##### *Strategies*

- ☒ Integrate special events into an overall marketing plan for Old Town San Diego State Historic Park. (See Goal VIII, Objective 2.)
- ☒ Develop a yearly calendar of themed events tied to Old Town's history. (See Goal III, Objective 1.)
  - Research appropriate special activities for inclusion in a year-round program schedule.
  - Recruit volunteers and docents to participate in events.
  - Promote the calendar of events among local and regional media, as well as the Internet.
  - If feasible, organize and produce monthly events during the calendar year.
  - Evaluate each of the programs to make improvements for next year.
  - Develop and release to the media a new calendar of events each October for the following year.
- ☒ Review the historical basis for celebrating or commemorating existing special events and historical anniversaries in the park (*Cinco de Mayo*, Mexican Independence, 4<sup>th</sup> of July, *Los Pastores*, etc.) and refine or redefine elements for their modern-day interpretation.

- Research the character and scope of historic celebrations, major festivals, and the customs of Old Town San Diego.
- Produce a report with recommendations identifying appropriate events and activities and how they could be developed appropriately through interpretive services in the park.
- ☒ Develop guidelines for special events in the park, including events sponsored by concessions.
- ☒ Bring in special performers and interpreters to augment the park's interpretive programming.
- Identify appropriate interpretive performers to bring into the park.
- Establish a budget to underwrite performances/programs brought to Old Town, including staff and docents from other parks and museums.

***2. Establish a yearly budget for planned special events in the park.***



*Historically, fences periodically ringed Old Town's plaza for special events.*

**3. Examine the possibility of organizing a major folklife festival, highlighting Old Town's multicultural history and traditions.**

**Strategies**

- ☒ Assess the interest and make a determination about the feasibility of a major folklife festival.
- ☒ Report on the prospects for a major folklife festival in Old Town San Diego State Historic Park.
  - Identify the cultural groups long associated with Old Town (California Indian, Mexican, Peruvian, Chilean, Russian, Hawaiian, American Yankee, German, Hungarian, Irish, Scot, Chinese, etc.) and how they may have contributed to San Diego's cultural tapestry.
  - Consult cultural groups and historical organizations to determine their interest and possible involvement in a folklife festival.
  - Make recommendations weighing and analyzing the benefits and challenges of a folklife festival in Old Town, including possible models, the scope of the special event, budget, and when it might be held.

*Goal IV:  
Initiate  
appropriate  
special  
events.*

*Goal V:* Support and encourage concession activities that promote history.

### Objectives

- 1. *Develop interpretive resources (like interpretive furnishing plans, with information about period furniture, merchandise, attire and suggested programmatic elements) for concessions to support their interpretive activities. (See Goal III, Objective 1.)***
- 2. *Coordinate and integrate interpretive programming in the park on a daily, weekly, and yearly basis.***

### Strategies

- ☒ Develop cooperative interpretive activities among concessionaires, park staff, and docents.
  - Create engaging historic scenarios, bringing together concessions with docents and staff and other interpretive facilities. (See the Appendix.)
  - Establish a schedule of interpretive activities. (See Goal IV, Objective 1.)
  - Share historical knowledge and resources with concessions to produce daily musical entertainment that both engages the public and supports the park's interpretive period.
  - Begin or end interpretive tours at concessions in the park, where they might relate to the site's history. (See Goal II: Objective 3.)
  - Encourage living history docents to interact with concessions and vice versa.
  - Develop interpretive activities in concessions that relate to the history of the site.

**3. Encourage appropriate street activities for concessionaires (not necessarily handcarts) in and around the Plaza.**

*Strategies*

- ☒ Develop guidelines for period displays outside of stores in the park, include labeling crates and barrels, furniture and fixtures, display techniques out-of-doors, window displays, flags and bunting, etc., as well as identifying inappropriate displays.
- ☒ Create interpretive activities among docents and concessions, re-establishing historic street activities (e.g. “sandwich men” advertising, loading wagons and carts; exchanging hides and other agricultural commodities for finished goods).
- ☒ Work with the department’s Concessions Program to identify historic-style street vendor activities (e.g. tamales, Mexican candy and fruit vendors were historically in Old Town) and develop mechanisms for their introduction into the park via existing concessions.

**4. Establish an interpretive, historic, transportation vehicle concession—stagecoaches, mud wagons, freight wagons—in the park, as a daily activity. When the building becomes available, consider using the Johnson House for its visibility on the plaza as a ticket office.**

**5. Review interpretive activities offered by concessions.**

*Strategies*

- ☒ Establish a formal concession review committee for Old Town (including Concessions Program staff and park interpretive staff) to offer guidance and to

*Goal V:  
Support  
and  
encourage  
concession  
activities  
that promote  
history.*



*A mudwagon on  
Mason Street  
in 1872*

evaluate the interpretive services offered by park concessions.

- ☒ Create a standard procedure for the approval of all interpretive activities in concessions.

***6. Keep concessionaires informed about the park's interpretive projects, programs, and training and encourage their participation.***

*Strategies*

- ☒ Develop a weekly bulletin (2 pages max.) to communicate with concessionaires, staff, and docents about weekly events, tours, special activities, and projects that will be happening in the park.
- ☒ Arrange joint training or semi-social meetings with concessions and staff during each year, at least quarterly.
  - On an ongoing basis, develop and provide training regarding San Diego's history and the operation of historic-style businesses.
  - Bring in guest speakers with knowledge about San Diego's history and cultures and period business practices.

*Goal VI:* Provide resources that will enhance an understanding of the park's historic environments.

## Objectives

***1. Produce historical reference materials to facilitate better interpretation of San Diego during the interpretive period, 1821 to 1872 and its secondary interpretive periods.***

### *Strategies*

- ☒ Research and create graphic references highlighting the Mexican Era in California, and make them available to staff, docents, and concessions.
- ☒ Study the historical residents (the personalities) of Old Town and produce the information in an accessible format for interpretive programs and facilities.
- ☒ Refine research and explore new sources of information on Old Town's historic parcels and buildings and organize the material to make it available to staff, docents, concessions, and other researchers.
- ☒ Create an interim "plant palette" (until the overall landscaping plan is completed) for the park, with recommendations for restoring Old Town's historic landscaping.
- ☒ Collect documented information on cultural practices and traditions of San Diego, like music, songs, dances, period instruments, folktales, games, etc.,



and incorporate them into the reference library to support program development.

- ☒ Develop a reference on the historical techniques used for displaying merchandise between the years 1821 and 1872. (See Goal V, Objective 4.)

***2. Upgrade and maintain the interpretive reference library, keeping it accessible in the park to staff, docents, and concessions, and available with regular hours.***

*Strategies*

- ☒ Arrange for library professionals to organize and apply professional standards to the interpretive reference library.
- ☒ Establish and maintain an annual line item in the Old Town park budget for the acquisition of new and used reference books and materials.
- ☒ Remove inappropriate materials (undocumented for Old Town San Diego) from the park's reference library, to ensure future interpretive programs are not compromised.

***3. Create opportunities for ongoing research, to identify appropriate historical events and traditions for interpreting in Old Town San Diego.***

*Strategies*

- ☒ Continue to increase the number of historic scenarios (listed in the Appendix) for the park to be available for future programming.

- ☒ Develop a report on the character and scope of historic traditions and celebrations on the streets and plaza of Old Town. (See Goal IV, Objective 1.)

**4. Train park staff, docents, and concessionaires in good interpretive techniques and sound park practices.**

**Strategies**

- ☒ Institute regular training programs for staff, docents, volunteers, and concessions. (See Goal I, Objective 1; Goal II, Objective 3.)
- ☒ Institute annual refresher training for all staff, docents and concessionaires. Training would include information about new historical findings and park resources, as well as accessibility training. (See Goal I, Objective 2; Goal V, Objective 2.)
- ☒ Convene quarterly workshops or lectures that expand awareness and understanding of Old Town's past and today's visitors. (See also Goal V, Objective 2.)
- ☒ Identify, compile and convey to staff, docents, and concessionaires basic park information (orientation, history, maps, programs, safety procedures, accessibility considerations) in various languages used by park visitors.

*Goal VI:  
Provide  
resources  
that will  
enhance an  
understanding  
of the  
park's  
historic  
environments.*



*Goal VII:* Create long-term strategies for interpretive programming.

Objectives

***1. Utilize park interpretive planning teams to develop or update interpretive plans and historic reports.***

*Strategies*

- ☒ Prepare a new, park-wide Interpretive Master Plan for Old Town San Diego State Historic Park, as a guiding document for all interpretive and educational programs.
- ☒ Re-examine and revise or develop interpretive plans for structures actively used in the park. (See the suggested priorities in the Mechanisms for Implementation section.)
- ☒ Create interpretive plans and programs for interpreting archeological and unreconstructed sites within the park.

***2. Establish a group of teachers to periodically review and advise the park on the interpretive programming directed toward students and the state's educational standards.*** (See also Goal III, Objective 2.)

***3. Develop park training manual(s) to standardize, inform, and direct staff, docents, and concessionaires about Old Town's history and significant stories, historic landscaping, crafts and trades, interpretive methods, media training, accessibility, and park values.***

**4. Develop historic structures reports for Old Town's remaining original 19<sup>th</sup> and early 20<sup>th</sup> century buildings, to direct ongoing and future restoration and interpretation in the park.**

**Strategies**

- ☒ Begin analyses on existing historic structures now operated by the park staff for interpretive activities.
- ☒ As concession contracts expire for the historic structures in the park, insure that access is possible via new contracts for structural and historical analyses.
- ☒ Plan for future site development in the park by investing in historic structures reports, where reconstructions are planned. (See Goal I, Objective 4; Goal III, Objective 1; and the Appendix.)

*Goal VII:  
Create  
long-term  
strategies  
for  
interpretive  
programming.*

**5. Assist cultural organizations in developing programs in the park that emphasize the contributions of California's ethnic and cultural groups.**

**Strategies**

- ☒ Identify needs and opportunities to reach out to under-represented audiences.
- ☒ Collaborate with local Native Americans and the Latino community to develop exhibits, demonstrations and activities that are accurate and relevant to the cultural groups and to the whole community.



*Photograph of an Indian rancheria in the late 19<sup>th</sup> century near San Diego*

- ☒ Develop the Native American Cultural Demonstration Area as outlined in *"La Entrada al Pasado"* Interpretive Plan.

**6. *Establish a volunteer advisory committee, composed of representatives from various groups who use the park, to support volunteer participation in Old Town San Diego.***

**7. *Schedule regular program evaluations and interpretive training for all staff, volunteers, and concession operators.***

### *Strategies*

- ☒ Use the RAPPORT program recommended in *Aiming for Excellence* to evaluate interpretive program effectiveness and to make improvements.

- ☒ Provide multicultural training, in an effort to better communicate with San Diego's diverse visitor population.

- ☒ Bring in staff and volunteers from other historical sites and museums to share their knowledge of history and interpretive techniques. (See also Goal I, Objective 1.

- ☒ Require staff and docents to complete training before actively providing multi-cultural interpretive programs.



*Historically, the community of Old Town was quite diverse.*

**8. Investigate and evaluate different forms of interpretive media (e.g. structures, audio systems) to determine the most effective vehicle for communicating park messages.**

**Strategy**

- ☒ Contract/hire media professionals to advise on or design new media technology into new or revised interpretive exhibits.

**9. Recruit an ethnically diverse work force of staff and volunteers.**

**Strategy**

- ☒ Aggressively recruit multi-ethnic, multilingual staff and volunteers. (See Goal I, Objective 1.)

*Goal VII:  
Create  
long-term  
strategies  
for  
interpretive  
programming.*

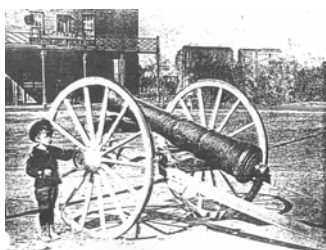
*Goal VIII:* Build positive public recognition for Old Town San Diego State Historic Park.

Objectives

- 1. Create a new slogan for the park—a message that expresses the park's values—and promote its use on signs, brochures, and other promotional materials.***
- 2. Develop a higher public profile for Old Town San Diego State Historic Park, in San Diego and throughout California.***

Strategies

- ☒ Work with the travel industry and community groups to promote Old Town San Diego.
- Have key State Park events and programs submitted to the Community Calendar on an annual basis. (See Goal IV, Objective 1.)
- Coordinate events with the Community Calendar to minimize potential conflicts and to maximize support among other organizations.
- ☒ Establish strong relationships with neighboring city-, county-, and non-profit-operated historic sites sharing similar interpretive eras.



*The cannon in the plaza  
at the turn of the*

- ☒ Develop a marketing plan for Old Town San Diego State Historic Park.

- Identify an organizational team structure for marketing.
- Coordinate marketing activities statewide with the department's Marketing Division.
- Develop baseline demographics about park visitors.
- Develop a needs analysis for non-English (multilingual) promotional and interpretive materials.
- Survey existing methods used to give visibility to the park.
- Identify marketing strategies and produce an action plan.
- As a part of the plan, develop an appropriate logo for the park, copyright, and control its use to create consumer brand identification.
- Work with and coordinate park concessions in their promotion of Old Town San Diego.
- Become a visible presence on the community calendar.
- Look for opportunities to cross-promote the park.
- Periodically reassess the park's marketing, to assure that it is in concert with the park's values.

*Goal VIII:  
Build positive  
public  
recognition  
or  
Old Town  
San Diego  
State  
Historic  
Park.*

**3. *Encourage the Boosters of Old Town to expand its cooperative role in support of educational and interpretive programming and facilities in the park.***

***Strategies***

- ☒ Meet regularly with the Boosters of Old Town to share goals and objectives for the park.
- ☒ Expand the presence of BOOT in the park. (See Goal II, Objective 2.)

#### ***4. Regularly share resources and exchange ideas with other historic "old towns."***

##### ***Strategies***

- ☒ Organize a roundtable of "Old Town" park superintendents to communicate concerns, ideas, resources, and methods.
- ☒ Link Old Town San Diego's living history activities to other parks and historical museums throughout California and the West.
  - Share knowledge and resources with others through a statewide living history committee.
  - Periodically facilitate an exchange program for living history docents. (See Goal I, Objective 1.)
- ☒ Connect Old Town San Diego's interpretive, educational, and cultural programs and activities to other cultural institutions, historic sites, and museums in the area.

#### ***5. Raise awareness and support for Old Town San Diego State Historic Park, its ongoing activities, and its future development.***

##### ***Strategies***

- ☒ Develop and implement a web site for Old Town San Diego SHP. (See Goal II, Objective 3.)
- ☒ Each year, identify and promote park goals among staff, concessions, the Boosters of Old Town, docents, volunteers, the California State Parks Foundation, and other support groups.



*Molding adobe tiles and bricks for the redevelopment of the Casa de Estudillo into Ramona's Marriage Place.*

- ☒ Identify park projects in priority of their preferred development, and raise community and statewide awareness of their value to Old Town San Diego State Historic Park and to California State Parks.
- ☒ Establish an endowment fund and promote its development to provide a consistent base of support for Old Town San Diego State Historic Park.



*Images of  
Old Town  
San Diego  
residents.*



## *Mechanisms for Implementation*

In the previous section, goals, objectives, and strategies for Old Town San Diego were outlined. These represent concepts for improving interpretation within the park, but not the means for their accomplishment. What separates this *Strategic Plan for Interpretation* from other plans of the past is this section.

### The Mechanisms for Implementation:

- Organizes the tasks in a conceptual structure familiar to department staff
- Identifies who will have the responsibility for or will be involved with specific tasks for their development and implementation, and
- Projects a timeframe for their accomplishment.

The information is presented in the chart that follows. Some of the tasks identified will be easy to accomplish, others will take more time, or will require funding that may or may not be readily available.

The chart indicates with one dollar sign (\$) when the task requires funding as a one-time expense or two dollar signs (\$\$) if it will need ongoing support. This notation is placed in the "Management" column, as many decisions for seeking or allocating funds or finding support for projects are the role of management. The Boosters of Old Town, the park's cooperating association, will be a partner in many of the identified projects. (It was thought unnecessary

to place the dollar signs in more than one column on the chart.)

Numbers have been applied to the elements to serve as guidelines, to direct the logical sequencing of their implementation. *Note: These are only guidelines.* The SPI team's process for assigning priority was subjective. After establishing the "Goals and Objectives," the team identified items that would contribute significantly to an overall, improved visitor experience and could be accomplished within existing resources and with the least delay. These were assigned a "1." Those requiring more support staff, research (including archeology), construction, and funding generally were categorized as "2"s or "3"s. There were some exceptions, however.

Among the factors influencing the evaluation process were earlier expressed needs for specific projects or activities that would help to:

- improve communications within the park;
- expand park programming effectively;
- enhance the understanding of staff, volunteers, and concessionaires about the past and its authentic representation; and
- raise the level of awareness of Old Town.

These concerns and needs were clearly heard by the team in meetings and in reviewing past planning documents developed for Old Town, as well as through one-on-one discussions with individuals.

It is not expected that all the priority "1"s be accomplished within one year. Many of the items will require considerable time to research and plan. In addition, staff or necessary funding for development probably will not be immediately available.

Priority “1”s may take one to four years, or longer. Priority “2”s may need two to six years, and priority “3”s may require four to ten years to develop. Priorities may overlap.

Projects or activities within the park should be evaluated by management to assure there is a logical sequencing to their development before they are begun. Again, the numbers given are provided only as a tentative order for project development.

Headings at the top of the chart represent department organizations, professions, and advisory groups who are involved with the park and its projects. The last two pages of the chart list existing park teams and committees. An important function of this chart is to communicate roles and responsibilities for those who will have a stake or will be participants in various park projects. Individuals or groups associated with the park will want and need to know how they relate to the different elements proposed by this SPI. Each may have considerable involvement, a little, or none, depending upon the nature of the proposal. It is important for everyone to understand their roles.

Implementation of this SPI also requires “The Next Step,” detailed in the chapter that follows.

## *Mechanisms for Implementation*

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| <b>Communication and Cooperation</b>                                                                    |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Produce Weekly Park Information Bulletin (V.6)                                                          | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    |                 |                                 |
| Identify and Share Goals with Stakeholders (V.6, VIII.3)                                                | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    | •                  | •                  | •               | •                               |
| Raise Awareness of Park Projects (VIII.6)                                                               | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    | •                  | •                  | •               | •                               |
| Link Park to Other Cultural Institutions (VIII.4)                                                       | 1        | •          | •                | •                    | •                   | •                |             |                     | •               | •                 |                    |                    |                    | •               | •                               |
| Attend Roundtable for "Old Town" Superintendents (VIII.4)                                               | 1        | •          |                  |                      |                     |                  |             |                     |                 |                   |                    | •                  | •                  |                 | •                               |
| Participate on Statewide Living History Committee (VIII.4)                                              | 1        | •          | •                |                      |                     |                  |             |                     |                 |                   |                    |                    | •                  |                 | •                               |
| Produce Promotional Materials to Raise Awareness (II.4)                                                 | 1        | \$\$       | •                | •                    |                     | •                |             | •                   | •               | •                 |                    | •                  | •                  | •               | •                               |
| Develop New Guidebook for the Park (II.4)                                                               | 2        | \$         |                  | •                    | •                   |                  |             | •                   |                 | •                 |                    |                    |                    | •               | •                               |
| Coordinate Calendar of Park Events (IV.1, VIII.2)                                                       | 1        | •          | •                |                      | •                   | •                |             |                     |                 |                   |                    |                    |                    |                 | •                               |
| Develop Comprehensive Sign Program (II.1)                                                               | 1        | \$\$       | •                | •                    |                     | •                | •           |                     | •               |                   |                    |                    | •                  |                 |                                 |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years                              | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|--------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| <b>Raising the Profile of Old Town San Diego</b>                                                                                     |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Develop Old Town San Diego Slogan (VIII.1)                                                                                           | 1        | \$         | •                | •                    |                     |                  |             |                     |                 |                   |                    | •                  | •                  | •               | •                               |
| Create Park Logo (VIII.2)                                                                                                            | 1        | \$         | •                | •                    |                     |                  |             |                     |                 |                   |                    | •                  | •                  | •               | •                               |
| Coordinate Calendar of Park Events (IV.1, VIII.2)                                                                                    | 1        | •          | •                |                      | •                   | •                |             |                     |                 |                   |                    |                    |                    |                 | •                               |
| Develop Baseline Park Visitor Demographics (VIII.2)                                                                                  | 1        | \$         | •                |                      |                     | •                |             | •                   | •               | •                 |                    | •                  |                    |                 | •                               |
| Create Old Town Marketing Plan (VIII.2), including:<br>Marketing Strategies<br>Organizing<br>Concession Marketing<br>Cross-Promotion | 2        | \$         | •                |                      |                     | •                |             | •                   | •               | •                 |                    | •                  |                    |                 | •                               |
| <b>Developing a Web Site</b>                                                                                                         |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Create a Web Site (II.3)                                                                                                             | 1        | \$\$       | •                |                      |                     |                  |             |                     |                 | •                 | •                  |                    |                    |                 | •                               |
| Develop Web Content<br>Calendar of Events<br>Teacher's Guide<br>Children's Materials<br>(II.3, VIII.5)                               | 1        | \$\$       | •                | •                    | •                   | •                |             | •                   | •               | •                 |                    |                    |                    | •               | •                               |

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| <b>Expanding Park Programming</b>                                                                       |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Create a 12-Month Calendar of Themed Activities (IV.1)                                                  | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    | •                  |                    | •               | •                               |
| Organize Joint Park—Concession Programs (II.3, V.2, V.3)                                                | 1        | •          | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Provide for Historic Vehicles Operation (I.2, V.4)                                                      | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Offer Value-added Programming (II.3, IV.1)                                                              | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    | •                  |                    |                 | •                               |
| Provide Greater Accessibility for Interpretive Programming (II.2)                                       | 1        | \$         | •                | •                    |                     | •                | •           | •                   | •               |                   |                    |                    |                    |                 | •                               |
| Focus on Street and Plaza Activities (II.2)                                                             | 2        | •          | •                | •                    |                     | •                | •           | •                   | •               | •                 |                    |                    | •                  |                 | •                               |
| Reintroduce Animals (I.2)                                                                               | 2        | \$\$       | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Expand Storytelling Activities (II.3)                                                                   | 2        |            | •                | •                    |                     |                  |             | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Represent Historic Daily Life Activities (II.3)                                                         | 2        | •          | •                |                      |                     | •                | •           | •                   | •               | •                 | •                  |                    |                    |                 | •                               |
| Offer More Period Crafts and Trades (II.3)                                                              | 2        |            | •                | •                    | •                   |                  | •           | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Improve Authenticity of Music and Games (VI.1)                                                          | 2        | \$         | •                | •                    |                     |                  |             | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Improve Self-guided Visitor Opportunities (II.1, II.2, II.3)                                            | 2        | \$         | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    | •               |                                 |

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| Collaborate on Native American Activities (VII.2)                                                   | 2        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    | •               | •                               |
| Collaborate on Latino Activities (VII.2)                                                            | 2        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    | •               | •                               |
| Offer Multilingual Programs and Outreach (I.1; II.2, II.3; III.2; VII.7)                            | 2-3      | \$\$       | •                | •                    |                     |                  | •           | •                   |                 |                   |                    |                    |                    | •               | •                               |
| Improve Interpretive Signs (II.1)                                                                   | 2        | \$\$       | •                | •                    | •                   | •                | •           |                     | •               |                   |                    |                    | •                  |                 |                                 |
| Create Changing Exhibits (II.3)                                                                     | 2        | \$\$       | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    | •                  |                    |                 | •                               |
| <b>Focusing on Special Programs, Events, and Education</b>                                          |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Organize Calendar Reflecting Monthly Activities (III.1, IV.1)                                       | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    | •                  |                    |                 | •                               |
| Monthly Program Evaluation (IV.1)                                                                   | 1        |            | •                | •                    | •                   |                  | •           | •                   | •               |                   |                    |                    |                    |                 |                                 |
| Augment Staff and Volunteers with Special Performers (I.1, II.3, IV.1)                              | 1        | \$\$       | •                |                      |                     |                  | •           | •                   |                 | •                 |                    |                    |                    |                 | •                               |
| Create Living History Scenarios (II.2, V.2)                                                         | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    | •               | •                               |
| Establish a Certified Farmer's Market (IV.2)                                                        | 1        | •          | •                |                      |                     |                  | •           |                     |                 | •                 |                    |                    |                    |                 | •                               |
| Revise Teacher's Guide (III.2)                                                                      | 1        | \$         | •                | •                    |                     |                  |             | •                   | •               |                   | •                  |                    | •                  | •               |                                 |

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| Develop MOU for University Internships (III.2)                                                          | 1        | •          | •                | •                    | •                   |                  |             |                     |                 |                   |                    |                    |                    |                 | •                               |
| Encourage University / Museum Scholarship (III.2)                                                       | 1        |            | •                | •                    | •                   |                  |             |                     |                 |                   |                    |                    |                    | •               | •                               |
| Offer Multi-generational Learning Experiences (III.2)                                                   | 1        | •          | •                | •                    | •                   |                  |             | •                   | •               |                   |                    |                    |                    |                 | •                               |
| Produce Historic-style Celebrations (IV.1)                                                              | 2        | \$\$       | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    | •                  | •                  | •               | •                               |
| Invite Grade School Community Service Learning Activities (III.2)                                       | 2        |            | •                |                      |                     |                  |             | •                   |                 |                   |                    |                    |                    | •               | •                               |
| Offer Educational Credits for Learning (III.2)                                                          | 2        | •          | •                | •                    | •                   |                  |             |                     |                 |                   |                    |                    |                    |                 | •                               |
| Produce Teacher Training Support Materials (II.3, III.2)                                                | 2        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    | •                  | •               |                                 |
| Offer Teacher Workshops (III.2)                                                                         | 2        |            | •                | •                    | •                   |                  |             | •                   | •               |                   |                    |                    |                    | •               |                                 |
| Offer Non-traditional Community Education Programs (III.2)                                              | 2        | •          | •                | •                    | •                   |                  |             | •                   | •               |                   |                    |                    |                    |                 | •                               |
| Offer Interpretive Training (V.1)                                                                       | 1        | •          | •                | •                    | •                   | •                |             | •                   | •               |                   |                    |                    |                    |                 | •                               |
|                                                                                                         |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |

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| <b>Improving Concessions</b>                                                                        |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Share Historical Information (III.1)                                                                | 1        | •          | •                | •                    | •                   | •                |             | •                   | •               |                   |                    |                    |                    |                 |                                 |
| Create Park-Concession Cooperative Programming (V.2)                                                | 1        | •          | •                | •                    | •                   | •                |             | •                   | •               |                   |                    |                    |                    |                 | •                               |
| Develop Approval Procedures for Concession Activities (V.5)                                         | 1        | •          | •                | •                    | •                   | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Organize Street Vendor Activities (V.3)                                                             | 2        | •          | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Offer Historic Techniques for Displaying Merchandise (V.3, VI.1)                                    | 2        |            | •                | •                    | •                   | •                | •           |                     | •               |                   |                    |                    | •                  |                 | •                               |
| Produce Concession Interpretive Plans (III.1, V.1)                                                  | 3        | \$         | •                | •                    | •                   | •                |             |                     | •               |                   | •                  |                    | •                  |                 |                                 |
| Develop Concession Furnishing Plans (III.1, V.1)                                                    | 3        | \$         | •                | •                    | •                   | •                |             |                     | •               |                   | •                  |                    | •                  |                 | •                               |
| Develop Interpretive Landscaping in the <i>La Entrada al Pasado</i> area (I.2, III.1)               | 1        | \$\$       | •                | •                    |                     |                  | •           | •                   |                 |                   | •                  |                    |                    | •               | •                               |
|                                                                                                     |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |

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| <b>Completing and/or Renovating Facilities and Exhibits</b>                                             |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Complete McCoy House Interpretive Center Exhibits (III.1)                                               | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 |                   | •                  |                    |                    | •               | •                               |
| Complete Robinson Building Orientation Exhibits (III.1)                                                 | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
| Commercial Restaurant / Casa de Machado de Silvas (III.1)                                               | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    |                    | •                  | •               | •                               |
| Renovate Seeley Stables Exhibits (III.1)                                                                | 1        | \$         | •                | •                    | •                   |                  | •           |                     |                 | •                 |                    |                    |                    | •               | •                               |
| Update Park Audio Visual Programs (II.2)                                                                | 1        | \$\$       | •                | •                    |                     |                  | •           | •                   |                 | •                 | •                  |                    | •                  | •               | •                               |
| Remove McKinstry Dentist Exhibit (III.3)                                                                | 1        | \$         | •                | •                    | •                   |                  | •           |                     |                 |                   |                    |                    |                    |                 | •                               |
| Refurbish Casa de Machado y Stewart (III.1)                                                             | 2        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    |                    |                    | •               | •                               |
| Refurbish Casa de Estudillo (III.1)                                                                     | 2        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
| Native American Cultural Demonstration Area (VII.5)                                                     | 2        | \$         | •                | •                    |                     |                  | •           | •                   | •               | •                 | •                  |                    |                    | •               | •                               |
|                                                                                                         |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |

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| <b>Developing / Constructing Park Projects</b>                                                      |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Relocate Park Offices (II.2)                                                                        | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    |                    |                    |                 |                                 |
| Create Appropriate Interpretive Signs, Banners, Flags (II.1)                                        | 1        | \$\$       | •                | •                    | •                   |                  | •           | •                   | •               | •                 |                    |                    |                    |                 |                                 |
| Remove Non-period Arbors in Plaza (I.2)                                                             | 1        | \$         |                  | •                    | •                   | •                | •           | •                   | •               |                   |                    |                    |                    |                 |                                 |
| Improve Period Landscaping (I.2, III.1)                                                             | 2        | \$\$       | •                | •                    |                     |                  | •           | •                   |                 | •                 | •                  |                    |                    |                 | •                               |
| Reconstruct Blackhawk Livery Stable (I.4, III.1)                                                    | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
| Reconstruct Franklin Hotel (I.4)                                                                    | 2        | \$         | •                | •                    | •                   | •                | •           | •                   | •               |                   | •                  |                    |                    |                 | •                               |
| Reconstruct Machado-Smith Houses and Garden (I.4)                                                   | 2        | \$         | •                | •                    | •                   | •                | •           | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| Relocate Restrooms Behind Robinson Building (I.4)                                                   | 3        | \$         | •                | •                    |                     | •                | •           |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Reconstruct Little Plaza School (I.4)                                                               | 3        | \$         | •                | •                    |                     |                  | •           | •                   |                 | •                 | •                  |                    |                    |                 |                                 |
| Reconstruct Casa de Consistorial (I.4)                                                              | 3        | \$         | •                | •                    | •                   |                  | •           | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| Reconstruct La Tienda General (I.5)                                                                 | 3        | \$         | •                | •                    | •                   | •                | •           | •                   | •               |                   | •                  |                    |                    |                 | •                               |
| Reconstruct Ybarra-Wilder-Smith House (I.5)                                                         | 3        | \$         | •                | •                    | •                   | •                | •           | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| Reconstruct Casa de Snook (I.5)                                                                     | 3        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    |                 |                                 |

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| Reconstruct Casa de Carrillo / early Fitch House (I.5)                                                  | 3        | \$         | •                | •                    | •                   | •                | •           | •                   | •               |                   | •                  |                    |                    |                 | •                               |
| Reconstruct Casa de Osuna or Van Alst's Carriage Manufacturing (I.5)                                    | 3        | \$         | •                | •                    | •                   | •                | •           | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| Reconstruct Other Historic Structures (I.5)                                                             | 3        | \$         | •                | •                    | •                   | •                | •           | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| <b>Reducing Modern Intrusions in the Park</b>                                                           |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Restrict Use of Modern Vehicles (I.3)                                                                   | 1        | •          | •                |                      |                     | •                | •           |                     | •               | •                 |                    |                    |                    |                 |                                 |
| Restrict Leaf Blowers (I.3)                                                                             | 1        | •          | •                |                      |                     | •                | •           |                     | •               |                   |                    |                    |                    |                 |                                 |
| Relocate and/or Camouflage Utility Boxes (III.3)                                                        | 2        | \$         |                  | •                    |                     |                  | •           |                     | •               |                   |                    |                    |                    |                 | •                               |
| Restrict Pre-recorded and Amplified Music (I.3)                                                         | 1        | •          | •                |                      |                     | •                | •           |                     | •               |                   |                    |                    |                    |                 |                                 |
| Reduce Impacts from Traffic on Nearby Freeways (I.3)                                                    | 2        | •          | •                |                      |                     | •                | •           |                     | •               | •                 |                    |                    |                    | •               | •                               |

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| <b>Increasing Financial Support</b>                                                                                                                                                                                                                                            |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Expand Visibility and Membership Support of Cooperating Association (VIII.3)                                                                                                                                                                                                   | 1        | •          | •                | •                    | •                   | •                |             | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Increase Interpretive Sales Area of Cooperating Association (II.2)                                                                                                                                                                                                             | 1        | •          |                  |                      |                     |                  |             | •                   |                 | •                 |                    |                    |                    |                 | •                               |
| Establish Yearly Budget for:<br>Landscaping<br>Signs, Maps<br>Banners<br>Printed Materials<br>Special Events<br>Period Attire<br>Performers<br>Interpreters<br>Web Site<br>Library<br>Changing Exhibits<br>Advertising<br><br>(I.1, .2; II.1, II.2, II.3;<br>IV.1, IV.3; VI.2) | 1-2      | \$\$       | •                |                      | •                   |                  |             |                     | •               | •                 |                    | •                  |                    |                 | •                               |
| Establish and Develop a Park Endowment (VIII.5)                                                                                                                                                                                                                                | 2        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    | •                  |                    |                 | •                               |
|                                                                                                                                                                                                                                                                                |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |

## Mechanisms for Implementation

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| <b>Improving Park Training and Evaluation Programs</b>                                                                                                                                                                                                                                                                                                                                                                     |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Institute Regular Training Activities (VI.4)                                                                                                                                                                                                                                                                                                                                                                               | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    | •               |                                 |
| Coordinate Park Orientation for All Staff, Docents, Concessions (VI.4)                                                                                                                                                                                                                                                                                                                                                     | 1        | •          | •                | •                    | •                   |                  | •           |                     |                 |                   |                    |                    |                    |                 |                                 |
| Develop Park Training on:<br>Park Values<br>Preservation<br>Ethics<br>OTSD History<br>Building / Site Interpretation<br>Social History<br>Old Town Stories<br>Accessibility Interpretation<br>Multi-cultural Sensitivity<br>Safety<br>Evaluation with "RAPPORT"<br>Historic Business Practices<br>Historic Landscapes<br>Period Crafts & Trades<br>Period Etiquette & Customs<br>(I.1, .2; II.2, .3; V.2; VI.4; VII.3, .7) | 1-2      | \$\$       | •                | •                    | •                   | •                | •           | •                   | •               | •                 | •                  |                    | •                  | •               | •                               |
| Provide Park Refresher Training (VI.4)                                                                                                                                                                                                                                                                                                                                                                                     | 2        |            | •                | •                    | •                   | •                | •           |                     |                 |                   |                    |                    | •                  |                 | •                               |
| Offer Special Presentations (VI.4)                                                                                                                                                                                                                                                                                                                                                                                         | 2        | \$\$       | •                | •                    | •                   |                  |             | •                   | •               | •                 |                    |                    |                    | •               | •                               |
| Hold Annual Training Workshops (III.2, VI.4)                                                                                                                                                                                                                                                                                                                                                                               | 2        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    | •               |                                 |

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| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
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| Revise Park Training Manuals (VII.3)                                                                    | 2        | \$ \$      | •                | •                    | •                   |                  | •           |                     |                 |                   | •                  |                    |                    |                 | •                               |
| Establish Docent Standards (I.1)                                                                        | 1        | •          | •                |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| <b>Supporting Volunteer and Staff Development</b>                                                       |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Create Volunteer Duty Statements (I.1)                                                                  | 1        | •          | •                | •                    | •                   |                  | •           |                     |                 |                   |                    |                    |                    |                 |                                 |
| Institute Approval Procedures for Interpretive Activities (II.2, V.5)                                   | 1        | •          | •                | •                    | •                   |                  | •           |                     |                 |                   |                    |                    |                    |                 |                                 |
| Organize a Volunteer Administrative Structure (I.1)                                                     | 1        | •          | •                | •                    | •                   |                  | •           | •                   |                 |                   |                    |                    |                    |                 |                                 |
| Develop a Volunteer Recruitment Brochure (I.1)                                                          | 1        | \$         | •                |                      |                     |                  |             | •                   |                 | •                 |                    |                    | •                  |                 |                                 |
| Establish a Docent Exchange Program (I.1)                                                               | 1        | \$ \$      | •                |                      |                     |                  |             | •                   |                 |                   |                    |                    |                    |                 | •                               |
| Expand Period Attire Closet (I.1)                                                                       | 1        | \$ \$      | •                |                      |                     |                  |             | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Develop & Organize Park Reference Library (VI.2)                                                        | 1        | \$ \$      | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    |                    |                    | •               | •                               |
| Cultivate Crafts and Trade Guilds (III.3)                                                               | 2        |            | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    |                    |                 | •                               |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years                            | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| Develop Recruitment Campaign for Volunteers, including:<br>Period Crafts and Trades Storytellers<br>Multilingual Volunteers (I.1), | 2        |            | •                |                      |                     |                  |             | •                   |                 |                   |                    | •                  |                    |                 | •                               |
| Develop Ethnically Diverse Staff and Volunteers (VII.9)                                                                            | 2        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    | •               | •                               |
| Establish a "Californio" Group (I.1)                                                                                               | 2        |            | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    |                    | •               | •                               |
| <b>Producing Research, Special Reports and Guidelines</b>                                                                          |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Formalize Park "Rules" (I.3)                                                                                                       | 1        | •          | •                | •                    | •                   | •                | •           |                     |                 |                   |                    |                    |                    |                 |                                 |
| Compile Basic Park Information (VI.6)                                                                                              | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    |                 |                                 |
| Organize Mexican Era Reference Graphics (VI.6)                                                                                     | 1        | \$         |                  | •                    |                     |                  |             |                     |                 |                   |                    |                    | •                  |                 | •                               |
| Develop Historic Landscape Plan with Phased Implementation (I.2, III.1)                                                            | 1        | \$         | •                | •                    |                     | •                | •           | •                   | •               | •                 | •                  |                    |                    | •               | •                               |
| Create Interim Plant Palette (VI.1)                                                                                                | 1        |            | •                |                      |                     |                  |             |                     |                 |                   |                    |                    | •                  |                 | •                               |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| Analyze Pollen and Prepare Historic Plant Varieties Report (I.2)                                        | 1        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| Develop Guidelines for Special Events (I.5, IV.1)                                                       | 1        | •          | •                | •                    | •                   | •                | •           | •                   | •               |                   |                    | •                  |                    |                 |                                 |
| Set Environmental Studies Program Guidelines (III.2)                                                    | 3        |            | •                | •                    | •                   |                  | •           | •                   |                 |                   |                    |                    | •                  | •               |                                 |
| Research Period-appropriate roles for Interpreters and Performers (IV.1)                                | 1        |            | •                | •                    |                     |                  |             | •                   | •               |                   |                    |                    | •                  |                 | •                               |
| Research and Produce Guidelines for Music in Park (I.3, VI.1)                                           | 1        | •          | •                | •                    |                     | •                |             |                     |                 |                   |                    |                    |                    |                 | •                               |
| Re-analyze Property Histories (VI.1)                                                                    | 1        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    |                    | •               | •                               |
| Develop Histories of Old Town Residents / Families (VI.1)                                               | 1        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    |                    | •               | •                               |
| Analyze Library Reference Materials (VI.1)                                                              | 1        | •          | •                | •                    | •                   | •                |             | •                   |                 | •                 |                    |                    |                    |                 | •                               |
| Document Period Crafts and Trades (II.3, VI.1)                                                          | 1        | \$         | •                | •                    |                     |                  | •           | •                   | •               |                   | •                  |                    |                    | •               | •                               |
| Research and Report on Historic Everyday Life Activities (II.3)                                         | 1        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| Assess Park Interpretive Media (VII.8)                                                                  | 1        | \$         | •                |                      | •                   |                  | •           | •                   |                 | •                 |                    |                    |                    | •               | •                               |
| Research Spanish Language Historical Records (III.1)                                                    | 2        | \$\$       | •                | •                    | •                   | •                | •           | •                   | •               | •                 | •                  | •                  | •                  | •               | •                               |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| Develop Period Attire Guidelines / Manual (V.1)                                                         | 2        | \$         | •                | •                    |                     | •                |             | •                   |                 | •                 |                    |                    |                    |                 | •                               |
| Produce Historic Gardening Practices Report (II.3)                                                      | 2        | \$         | •                | •                    |                     |                  | •           | •                   |                 |                   | •                  |                    |                    | •               | •                               |
| Report on the History of Animals in Old Town (I.2)                                                      | 2        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   | •                  |                    |                    |                 | •                               |
| Develop Recommendations for Reintroducing and Interpreting Animals (I.2)                                | 2        |            | •                | •                    | •                   | •                | •           | •                   | •               | •                 | •                  |                    |                    |                 | •                               |
| Increase Historic Scenarios (VI.3)                                                                      | 2        |            | •                | •                    |                     | •                |             | •                   | •               |                   | •                  |                    |                    |                 | •                               |
| Report on Historic Traditions and Celebrations (IV.1; VI.2, .3)                                         | 2        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    | •                  |                 | •                               |
| Report on Period Activities for Interpreting in the Streets and Plaza (IV.1, VI.1, 3)                   | 2        | \$         | •                | •                    |                     | •                |             | •                   | •               |                   |                    |                    | •                  |                 | •                               |
| Collect information on Period Games and Toys (VI.1)                                                     | 2        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    | •                  |                 | •                               |
| Analyze Modern Intrusions in the Park (I.2, III.3)                                                      | 2        |            | •                | •                    | •                   | •                | •           | •                   | •               |                   | •                  |                    |                    |                 |                                 |
| Project New Development (I.2)                                                                           | 2        |            | •                | •                    | •                   | •                |             |                     |                 |                   | •                  |                    |                    |                 | •                               |
| Evaluate Prospects for a Multi-cultural Folklife Festival (IV.2)                                        | 3        | \$         | •                | •                    | •                   | •                | •           | •                   | •               | •                 | •                  | •                  | •                  | •               | •                               |
| Analyze Changing Exhibit Facilities in Park (II.3)                                                      | 3        |            | •                | •                    | •                   |                  | •           | •                   |                 |                   |                    |                    |                    |                 | •                               |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| Report on Folktales and Adivinanzas (II.3)                                                              | 3        | \$         | •                | •                    |                     |                  |             | •                   |                 |                   |                    |                    |                    | •               | •                               |
| Analyze Needs for Non-English (multi-lingual) Materials and Signs (VIII.2)                              | 3        | •          | •                |                      |                     | •                |             | •                   | •               |                   | •                  |                    |                    |                 | •                               |
| <b>Preparing Interpretive Plans (listed as follows)</b>                                                 |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Update Park-wide Interpretive Master Plan (VII.1)                                                       | 1        | \$         | •                | •                    | •                   | •                |             |                     |                 | •                 | •                  |                    | •                  |                 |                                 |
| Park Visitor Orientation Plan (II.2)                                                                    | 1        | •          | •                |                      |                     | •                | •           | •                   |                 | •                 |                    |                    |                    | •               |                                 |
| Commercial Restaurant / Casa de Machado de Sivas Interpretive Plan (I.4, VII.1)                         | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    |                    | •                  | •               |                                 |
| Casa de Machado y Stewart Interpretive Plan (I.4, VII.1)                                                | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               |                                 |
| Blackhawk Livery Stable Interpretive Plan (I.4, VII.1)                                                  | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    |                    | •                  | •               |                                 |
| Interpretive Plan for Self-guided Tours (I.4)                                                           | 1        | \$\$       | •                | •                    | •                   | •                | •           | •                   |                 |                   | •                  |                    |                    | •               | •                               |
| San Diego Union Building Interpretive Plan (I.4, VII.1)                                                 | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    | •                  | •               | •                               |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| Casa de Estudillo Interpretive Plan (I.4, VII.1)                                                        | 1        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    | •                  | •               | •                               |
| Machado-Smith Houses Interpretive Plan (I.4, VII.1)                                                     | 1        | \$         | •                | •                    | •                   | •                | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
| Franklin Hotel Interpretive Plan (I.4, VII.1)                                                           | 2        | \$         | •                | •                    | •                   | •                | •           | •                   | •               | •                 | •                  |                    | •                  | •               | •                               |
| Casa de Consistorial Interpretive Plan (I.4, VII.1)                                                     | 2        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 |                    |                    |                    |                 | •                               |
| La Tienda General (I.4, VII.1)                                                                          | 2        | \$         | •                | •                    | •                   | •                | •           | •                   | •               | •                 | •                  |                    | •                  | •               | •                               |
| Ybarra-Wilder Smith House (I.4, VII.1)                                                                  | 2        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
| Native American Cultural Demonstration Area (VII.5)                                                     | 2        | \$         | •                | •                    |                     |                  | •           | •                   |                 |                   |                    |                    |                    | •               | •                               |
| Little Plaza School Interpretive Plan (I.4, VII.1)                                                      | 2        | \$         | •                | •                    |                     |                  | •           | •                   |                 | •                 | •                  |                    |                    |                 | •                               |
| Casa de Snook / Sheriff's Office (I.4, VII.1)                                                           | 3        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
| Casa de Camillo / Fitch House (I.4, VII.1)                                                              | 3        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
| Casa de Osuna / Van Alst's Carriage Manufacturing (I.4, VII.1)                                          | 3        | \$         | •                | •                    | •                   |                  | •           | •                   |                 | •                 | •                  |                    |                    | •               | •                               |
|                                                                                                         |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years         | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|-------------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| <b>Preparing Historic Structures Reports on Existing Historic Buildings (listed as follows)</b>             |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Casa de Estudillo (III.1, VII.4)                                                                            | 1        | \$         | •                | •                    | •                   |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Cosmopolitan Hotel / Casa de Bandini (III.1, VII.4)                                                         | 1        | \$         | •                | •                    |                     | •                |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Commercial Restaurant / Casa de Machado de Silvas (III.1, VII.4)                                            | 1        | \$         | •                | •                    | •                   |                  | •           |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Casa Machado y Stewart (III.1, VII.4)                                                                       | 1        | \$         | •                | •                    | •                   |                  | •           |                     |                 |                   | •                  |                    |                    |                 |                                 |
| San Diego Union Building (III.1, VII.4)                                                                     | 1        | \$         | •                | •                    | •                   |                  | •           |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Mason Street School (III.1, VII.4)                                                                          | 2        | \$         | •                | •                    | •                   |                  | •           |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Altamirano House (III.1, VII.4)                                                                             | 3        | \$         | •                | •                    |                     | •                |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| <b>Preparing Historic Structures Reports on Non-interpretive Period Park Structures (listed as follows)</b> |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Tropic Motel Bldgs. (III.1, VII.4)                                                                          | 2        | \$         | •                | •                    |                     |                  | •           |                     |                 |                   |                    |                    |                    |                 |                                 |
| Casa de Pico Motel Bldgs (concession) (III.1, VII.4)                                                        | 1        | \$         | •                | •                    |                     | •                | •           |                     | •               |                   | •                  |                    |                    |                 |                                 |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| El Opal Bldg. (concession) (III.1, VII.4)                                                               | 1        | \$         | •                | •                    |                     | •                | •           |                     | •               |                   | •                  |                    |                    |                 |                                 |
| La Casa Blanca Bldg. (concession) III.1, VII.4)                                                         | 1        | \$         | •                | •                    |                     | •                | •           |                     | •               |                   | •                  |                    |                    |                 |                                 |
| General Store Bldg. (concession) (III.1, VII.4)                                                         | 1        | \$         | •                | •                    |                     | •                | •           |                     | •               |                   | •                  |                    |                    |                 |                                 |
| "Sessions" Bldg. (concession) (III.1, VII.4)                                                            | 1        | \$         | •                | •                    |                     | •                | •           |                     | •               |                   | •                  |                    |                    |                 |                                 |
| Kodak Snap Mart Bldg. (concession) (III.1, VII.4)                                                       | 2        | \$         | •                | •                    |                     | •                | •           |                     | •               |                   | •                  |                    |                    |                 |                                 |
| Launderette (concession) (III.1, VII.4)                                                                 | 2        | \$         | •                | •                    |                     | •                | •           |                     | •               |                   | •                  |                    |                    |                 |                                 |
| <b>Preparing Historic Structures Reports for Buildings, Now Sites (listed as follows)</b>               |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Machado-Smith Houses (I.4, III.1, VII.4)                                                                | 1        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Franklin Hotel (I.4, III.1, VII.4)                                                                      | 1        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Blackhawk Livery Stable (I.5, III.1, V.4)                                                               | 1        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Casa Consistorial (I.4, III.1, VII.4)                                                                   | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Little Plaza School (I.4, III.1, VII.4)                                                                 | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| Ybarra-Wilder Smith House (III.1, VII.4)                                                                | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| La Tienda General (III.1, VII.4)                                                                        | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Casa de Snook / Sheriff's Office (III.1, VII.4)                                                         | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Casa de Camillo / Fitch House (III.1, VII.4)                                                            | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Casa de Juan Machado (Fandango Restaurant on site) (III.1, VII.4)                                       | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Casa de Osuna / Van Alst's Carriage Mfg. (III.1, VII.4)                                                 | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Casa de Aguilar-Serrano (Restaurant on site) (III.1, VII.4)                                             | 2        | \$         | •                | •                    |                     |                  |             |                     | •               |                   | •                  |                    |                    |                 |                                 |
| Lyon's Bowling Saloon (III.1, VII.4)                                                                    | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Fitch Store and House (III.1, VII.4)                                                                    | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
| Strauss Store and Residence (III.1, VII.4)                                                              | 2        | \$         | •                | •                    |                     |                  |             |                     |                 |                   | •                  |                    |                    |                 |                                 |
|                                                                                                         |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|---------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| <b>Preparing Historic Structures Reports on Reconstructions (listed as follows)</b>                     |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| San Diego House (concession) (III.1)                                                                    | 3        | \$         | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| U.S. House (concession) (III.1)                                                                         | 3        | \$         | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Robinson Building (III.1)                                                                               | 3        | \$         | •                | •                    |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Casa de Wrightington (concession) (III.1)                                                               | 3        | \$         | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Colorado House (concession) (III.1)                                                                     | 3        | \$         | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Casa de Rodriguez / Racine & Laramie (concession) (III.1)                                               | 3        | \$         | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Dodson House (concession) (III.1)                                                                       | 3        | \$         | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
| Trimmer-Dodson House (concession) (III.1)                                                               | 3        | \$         | •                | •                    |                     | •                |             |                     | •               |                   |                    |                    |                    |                 |                                 |
|                                                                                                         |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |

## Mechanisms for Implementation

| \$ = One-time Expense<br>\$\$ = Ongoing Funding<br><br>1 = 1-4 Years<br>2 = 2-6 Years<br>3 = 4-10 Years                                                     | Priority | Management | Visitor Services | Cultural Specialists | Curatorial Services | Concession Mgmt. | Maintenance | Docents/ Volunteers | Concessionaires | Coop. Association | So. Service Center | Marketing Division | Interp. & Ed. Div. | Advisory Groups | Community & Other Organizations |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------------------|----------------------|---------------------|------------------|-------------|---------------------|-----------------|-------------------|--------------------|--------------------|--------------------|-----------------|---------------------------------|
| <b>Park Teams / Committees (standing *)</b>                                                                                                                 |          |            |                  |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Interpretive Improvement Team* (VII.1) for Interpretive Training<br>Signage Review<br>Value-added Programming<br>Changing Exhibits<br>Promotional Materials | --       | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Period Clothing Review* (I.1, V.1)                                                                                                                          | --       |            | •                | •                    |                     | •                |             | •                   |                 |                   |                    |                    |                    |                 |                                 |
| Concessions Review* (II.2, V.5)                                                                                                                             | --       | •          | •                | •                    | •                   |                  |             |                     |                 |                   |                    |                    |                    |                 |                                 |
| Volunteer Council* (VII.6)                                                                                                                                  |          | •          | •                |                      |                     |                  |             | •                   |                 | •                 |                    |                    |                    | •               |                                 |
| Historical Advisors* (III.1, .2; VIII.4)                                                                                                                    | --       | •          | •                | •                    | •                   | •                |             |                     |                 |                   |                    |                    |                    |                 | •                               |
| Publications Committee* (II.4)                                                                                                                              | --       | •          | •                | •                    | •                   | •                | •           | •                   | •               | •                 | •                  | •                  | •                  | •               | •                               |
| Theatrical Advisors (II.3)                                                                                                                                  | --       |            | •                |                      |                     |                  |             | •                   | •               | •                 |                    |                    |                    |                 | •                               |
| Teacher Advisors* (VII.2)                                                                                                                                   | --       |            | •                |                      |                     |                  |             |                     |                 |                   |                    |                    |                    | •               |                                 |
| Marketing Team* (VIII.2)                                                                                                                                    | --       | •          | •                |                      |                     | •                |             |                     |                 | •                 |                    | •                  |                    |                 | •                               |
| Animal Re-introduction (I.2)                                                                                                                                | --       | •          | •                | •                    | •                   | •                | •           | •                   |                 |                   |                    |                    |                    |                 | •                               |
| Uniformed Staff and Period Attire (I.1)                                                                                                                     | --       | •          | •                |                      |                     |                  |             |                     |                 |                   |                    |                    |                    |                 | •                               |
| Robinson Bldg. Exhibit Committee (III.1)                                                                                                                    | --       |            | •                | •                    | •                   |                  | •           | •                   | •               |                   |                    |                    |                    | •               |                                 |
| Redevelop Entrance Exhibits. (III.1)                                                                                                                        | --       |            | •                | •                    | •                   |                  | •           | •                   |                 |                   |                    |                    |                    | •               |                                 |

## *The Next Step*

Realization of the Strategic Plan for Interpretation in Old Town San Diego State Historic Park requires taking the actions identified in the previous sections and applying them to the park over the long term. Department staff is key to this approach's success. As a team, they have the ability to take the next step—creating annual performance contracts for implementing the plan. Together, the Sector Superintendent, District Interpretive Coordinator, and permanent Visitor Services staff can create performance contracts to set park priorities. Using performance contracts with measurable outcomes will focus park activities and enable the tracking of its progress. In addition, Old Town's cooperating association, concessionaires, volunteers, and other stakeholders should be participants in the discussions about park priorities as this is their park, too!

As part of the visioning exercise for this SPI, Quadrant and Force-Field Analyses were used (see the pages that follow). The SPI team recommends that similar processes be undertaken to identify which priority "1" actions in this SPI will have the greatest impact on the park, as well as to understand those over which staff has the greatest control. Projects with the highest impact/highest control should be tackled first, while groundwork should be laid for those with high impact/low control. Through this approach, department should be able to begin making visible changes to the park, as soon as possible.

Incremental steps that produce information, skills, and plans, serve as building blocks for more ambitious projects in the future. Developing small projects and simple activities will lead to a more sophisticated understanding of Old Town's complex cultural history. In this way, multifaceted development projects can be tackled systematically, with sensitivity to the historical resources, along with the support of the park's stakeholders.

In forthcoming years, other priorities should be addressed. It will be important for the department to revisit them at least every five years, if not more often through the annual performance contracts. Over time, many of the actions will have been accomplished and new needs will emerge. In order to carry on an effective program for continual improvement in the park, staff should establish new first, second, and third priorities regularly.

Quality must be emphasized in every aspect of the park's interpretive program. This applies to each step of the SPI's implementation, from research to training to educational programs. Each activity should create confidence in the park and its management, stimulate greater levels of participation, and improve morale. Modest projects at the beginning of the program will pave the way for larger activities, as the interpretive effort matures. Frequent, visible changes will be a reminder that the Strategic Plan for Interpretation in Old Town San Diego is underway and working.

The two exercises that follow can be used together or separately to help with the decision-making process. Leadership Facilitator Elizabeth Motadner Jones introduced them to district staff during one of the SPI workshops. References listed at the end of this section contain additional tools.

## *Quadrant Exercise*

This exercise (using the chart on the next page) can be used for establishing priorities from a list of possible projects or activities.

Consider how much impact a proposed action will have and then how much control the group or individual have over the proposed action. This will help to determine which actions might be taken first and how to approach others. It will also help to identify items that may need to be dropped altogether or, until circumstances change at some time in the future.

“High Impact” will have a significant positive improvement to the visitor experience and “High Control” can be done by individuals or groups using existing resources, or more specific criteria can be developed for the exercise.

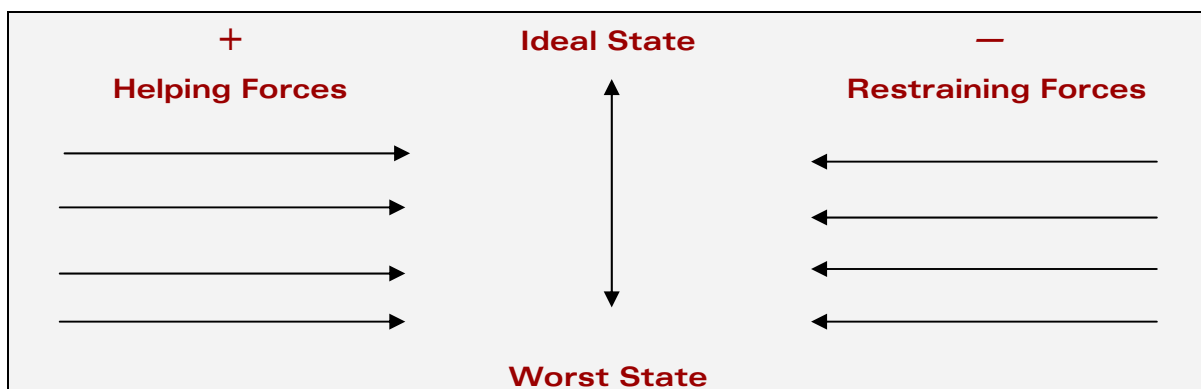
## Quadrant Exercise Chart

|              | High Impact | Low Impact |
|--------------|-------------|------------|
| High Control |             |            |
| Low Control  |             |            |

## Force Field Analysis

Force Field Analysis is useful for examining all of the forces “for” or “against” a potential choice. Basically, it is a special technique that can be applied to a situation to weigh the energy and content that support or restrain proposed changes being considered. This exercise can help develop creative solutions for existing challenges, by helping people to see what are real and what are perceived blocks to progress. The analysis may also present possible options that can be taken to change the situation. By using this technique and understanding its implications, efforts can be made to strengthen the forces supporting a decision, while reducing the impacts of opposition to it. Changes in attitudes and practices may be necessary to improve interpretive conditions and to direct Old Town San Diego State Historic Park toward its potential.

Using this exercise as part of an annual review process will help to record and track changes that affect the interpretive improvement process. When used as an assessment for a particular project, it will help to weigh the importance of factors and whether a project is worth pursuing. When used to assess a project that will be implemented, it may help to identify possible changes that can be made to improve it.



# *Problem-Solving Steps Using The Force-Field*

## **1. Define the problem (or project):**

- ☒ What is the problem (project)?
- ☒ Whose problem (project) is it?
- ☒ Identify the difference between the actual and the desired state of affairs
- ☒ Get agreement as to the desired state

## **2. Diagnose the problem (or project):**

- ☒ Brainstorm forces: psychological, interpersonal, organizational, and societal.  
*No evaluation of ideas should occur at this point.*
- ☒ Assign a score to each force, from 1 (weak) to 5 (strong)
- ☒ Focus on lowering the restraining forces

## **3. Brainstorm ways to reduce restraining forces and strengthen helping forces**

## **4. Decide on best strategies**

## **5. Implement strategy or strategies**

## **6. Evaluate action:**

- ☒ Decide whether strategies were successfully implemented
- ☒ Identify the effects

## Quadrant Exercise and Force-Field Resources

Bolman, Lee G. and Terrence E. Deal.

*Reframing Organizations, Artistry, Choice and Leadership*, 2<sup>nd</sup> Edition. Jossey-Bass, Inc. New York, 1997.

*Modern Approaches to Understanding and Managing Organizations*. Jossey-Bass, Inc., New York, 1984.

Bryson, John M.

*Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. Jossey-Bass Publishers, San Francisco, 1988. \* \*

Higgins, James.

*101 Creative Problem Solving Techniques: The Handbook of New Ideas for New Business*. Management Publishing Co. 1994. \*

Jones, Morgan D.

*The Thinker's Toolkit: Fourteen Powerful Techniques for Problem Solving*. Times Books, 1998.

Johnson, David W. and Johnson, Frank P.

*Joining Together: Group Theory and Group Skills*. Allyn and Bacon, Toronto, Ontario, Canada, 1997. \* \*

*\*Includes personal and group problem solving techniques.*

*\*\*This book aids readers with how to make groups effective, pointing out the skills required to apply that knowledge in practical situations. It contains exercises, including the Force Field Analysis.*



*Painting of Casa de Estudillo courtyard from a doorway by Jan French, © 2005.*

## Conclusion

Since 1968, California State Parks has struggled with the challenges represented by Old Town San Diego State Historic Park. Given its very urban setting next to freeways, railroad trains and a trolley station, and the inherent problems that come with interpreting a fifty-year “flow of history,” it may never be able to meet the overall vision proffered by the *General Development Plan* to “re-create the total, authentic atmosphere of the interpretive period so that visitors can experience all dimensions of that historic era.”

Nonetheless, the park has an important mission, to help visitors connect with Old Town San Diego’s past in a way that will enable them to understand its transformation from a Mexican *pueblo* to an American settlement between 1821 and 1872. Interpretation is the key for communicating with park visitors to stimulate their senses, challenge their imaginations and to suggest new perspectives. Good interpretation can offer visitors the resources to appreciate the value of preserving Old Town, as well as other heritage sites in California and in the nation.

This *Strategic Plan for Interpretation* is an approach to long-range interpretive planning for the State Historic Park. It is more than an update of the *General Development Plan* and the *Old Town San Diego State Historic Park Interpretive Program*. It is intended to help guide park staff toward realizing the stakeholders’ consensus “Vision for Interpretation” and “Mission for Interpretation,” articulated after a series of meetings and lively discussions. The concepts captured by these statements have been incorporated as part of this *Strategic Plan*.

Throughout all of the stakeholder meetings, there was real interest in increasing the quality and quantity of the park's interpretive and educational programs. There was also strong sentiment expressed for wanting visitors to be made aware of the significance of Old Town through more "authentic" experiences—more people in period attire, more historical activities, and more museums. Stakeholders wanted the landscape to come alive with sensory experiences that expressed the geography and history of the site.

In preparing for this plan, a review and assessment of the park's historic sites and landscaping demonstrated there was substantial room for improvement. Old Town has evolved considerably from its first years as a historic park in the late 1960s. City sidewalks and curbs of the 20<sup>th</sup> century have been eliminated. The park now contains seven original, 19<sup>th</sup> century buildings, eighteen historic reconstructions, and more than fourteen 20<sup>th</sup> century structures. Some of the decades-old building restorations and landscaping have suffered from a lack of good scholarship and reports. Information about each of the park's buildings varies greatly. All of the historic buildings and their associated landscapes, be they original or reconstruction, need more research. There are also tremendous gaps in the social history of the community and in the appearance of Old Town's everyday environments.

The park depends upon its few paid employees, as well as its concessionaires, docents and volunteers to animate the historic environment and to help capture the spirit, if not the authenticity of Old Town's by-gone era. Maintaining consistency and accuracy is very difficult. A comprehensive training program is warranted for everyone working in the park, to ensure the highest quality historic interpretation that will bring return visitation.

Private, as well as public support is important for the vitality and economic viability of Old Town. The park's cooperating association, the Boosters of Old Town, generates income through modestly scoped activities to help support the park's library, gardens, exhibits, furnishings, and period clothing needs. Much greater help will be needed to help the park realize the "Vision for Interpretation" articulated by this document. To elevate its support for interpretation, BOOT will need to identify and focus on well-defined strategies for improving its fiscal situation. Its activities should be designed to take the organization and the park to a new level.

Collaboration with many nearby non-profit organizations will be important for accomplishing the goals of Old Town San Diego State Historic Park. *The Strategic Plan for Interpretation* has identified several organizations that offer unique perspectives on the park and its operations. Working together will be important for raising the visibility and support for history throughout the San Diego community. More needs to be done to promote history and Old Town in the greater San Diego area. This is a challenge for the entire "historic" community, as history falls well below the "radar" in the city.

Competition for visitor attention in the region is fierce and commercial tourist destinations, like Sea World and the San Diego Zoo, have substantial budgets directed toward advertising and promotion, while the park does not. Local perceptions of Old Town as the birthplace of California are also misplaced. Today an opportunity exists to reshape public awareness of the park and to recapture imaginations with a new catch phrase or slogan that will appropriately represent Old Town San Diego State Historic Park.

When compared to other heritage towns in the United States and other countries, Old Town San Diego State Historic Park is unusual in its operations, depending heavily upon private businesses (concessions) to bring the community to life and by not charging an admission fee. A survey of widely recognized historic museum communities revealed that the most familiar and successful ones are operated as nonprofits. Businesses within the boundaries of historic districts of places like Colonial Williamsburg, Mystic Seaport and Old Sturbridge Village are strictly controlled with regard to the selection and display of merchandise, staff attire and interactions with visitors, as well as period business practices. Profits are funneled back into the historic districts' operations and not into a state general fund, as is the case with California State Parks. The heritage towns also have active, tiered membership programs to support their programs and activities.

Revitalizing Old Town San Diego is a complex process, which cannot be accomplished through a single project. For success, a long-term approach must be taken. Eight broad goals with supporting objectives have been established for the park by this *Strategic Plan*. They distill the ideas gathered from earlier documents, and from the park's staff, docents, volunteers and concessionaires. The goals and objectives address concerns for establishing an engaging historic environment that is at once lively and authentic. Along with the objectives, additional steps or "strategies" are identified. Together they form a roadmap for delivering interpretive services and activities that will distinguish and enhance the park as envisioned by its stakeholders.

What separates this *Strategic Plan for Interpretation* from other plans of the past are its "Mechanisms for Implementation." The plan offers a realistic and flexible approach for achieving the park's objectives

and strategies. Working as a team, staff has the ability to take the next step—creating annual performance contracts for applying them to the park. The approach will be incremental, but guided by an interpretive roadmap. In the forthcoming years, Old Town San Diego State Historic Park’s *Strategic Plan for Interpretation* will adapt well to the continuing evolution of the park, becoming the realization of its stakeholders’ shared vision.



# *Appendix*



# *Activities for Old Town San Diego*

Goal I of the Strategic Plan for Interpretation calls for making Old Town San Diego State Historic Park come alive—re-creating its vital, exciting character.

Employing the activities listed here will help to achieve this goal. The list is intended to be a springboard of ideas for interpretive planners developing park programs.

Most of the activities can be done by individuals as demonstrations or with a group, or as part of a living history program. Each should help to address the major themes of the park.

| ACTIVITIES                                                                                                                                                                                                                                                           | Interpretive Period         |                |                     |                 |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------|---------------------|-----------------|---------------|
|                                                                                                                                                                                                                                                                      | <i>Indian/<br/>Kumeyaay</i> | <i>Mexican</i> | <i>Transitional</i> | <i>American</i> | <i>Modern</i> |
| <b>Demonstrations of Daily Life and Crafts</b>                                                                                                                                                                                                                       |                             |                |                     |                 |               |
| <i>Adobe</i> brick making                                                                                                                                                                                                                                            |                             | •              | •                   | •               |               |
| Animals in the park: oxen, donkeys, mules, Chickens, sheep, horses, birds in cages                                                                                                                                                                                   |                             | •              | •                   | •               |               |
| Basket making                                                                                                                                                                                                                                                        | •                           | •              | •                   | •               |               |
| Candle making                                                                                                                                                                                                                                                        |                             | •              | •                   | •               |               |
| Carding, spinning, weaving – “Sheep to Shawl” demonstrations                                                                                                                                                                                                         |                             | •              | •                   | •               |               |
| <i>Carreta</i> , carriage, and wagon rides                                                                                                                                                                                                                           |                             | •              | •                   | •               |               |
| Cooking and food preparation: using a <i>mano</i> and <i>metate</i> , grinding corn, making <i>tortillas</i> , making <i>tamales</i> , braiding onions & garlic, making <i>ristras</i> , making ice cream, baking in an <i>horno</i> , cooking on a wood-fired stove | •                           | •              | •                   | •               |               |
| Descendants tell about “stories my grandmother told me”                                                                                                                                                                                                              |                             | •              | •                   | •               | •             |
| Dressmaking, tailoring                                                                                                                                                                                                                                               |                             | •              | •                   | •               |               |
| “Tussy Mussies” workshop                                                                                                                                                                                                                                             |                             |                | •                   | •               |               |

|                                                                                      | Interpretive Period |         |              |          |        |
|--------------------------------------------------------------------------------------|---------------------|---------|--------------|----------|--------|
| ACTIVITIES                                                                           | Indian/<br>Kumeyaay | Mexican | Transitional | American | Modern |
| Gardening: planting and watering gardens, weeding, tending ornamentals and row crops |                     | •       | •            | •        |        |
| Harnessing animals                                                                   |                     | •       | •            | •        |        |
| Herbal remedies demonstrated                                                         | •                   | •       | •            | •        |        |
| Interpreting <i>milagros</i> , <i>santos</i> , icons                                 |                     | •       | •            | •        |        |
| Leather working: scraping, curing, tanning hides, fabrication                        | •                   | •       | •            | •        |        |
| Letter writing                                                                       |                     | •       | •            | •        |        |
| Lighting lamps                                                                       |                     | •       | •            | •        |        |
| Macramé (knot tying)                                                                 |                     | •       | •            | •        |        |
| Making rope                                                                          | •                   | •       | •            | •        |        |
| Making soap                                                                          | •                   | •       | •            | •        |        |
| Measuring with a <i>vara</i> stick                                                   |                     | •       | •            |          |        |
| Packing a mule                                                                       |                     | •       | •            | •        |        |
| Penmanship demonstrations                                                            |                     | •       | •            | •        |        |
| Plastering walls                                                                     |                     | •       | •            | •        |        |

|                                 | Interpretive Period         |                |                     |                 |               |
|---------------------------------|-----------------------------|----------------|---------------------|-----------------|---------------|
|                                 | <i>Indian/<br/>Kumeyaay</i> | <i>Mexican</i> | <i>Transitional</i> | <i>American</i> | <i>Modern</i> |
| <b>ACTIVITIES</b>               |                             |                |                     |                 |               |
| Preparing gourds for drying     |                             | •              | •                   | •               |               |
| Raising and lowering flag       |                             | •              | •                   | •               |               |
| Roping demonstrations           |                             | •              | •                   | •               |               |
| Sewing , needlework, needlework | •                           | •              | •                   | •               |               |
| Sheep shearing                  |                             | •              | •                   | •               |               |
| Shingle making                  |                             |                | •                   | •               |               |
| Silhouette cutting              |                             |                | •                   | •               |               |
| Storytelling                    | •                           | •              | •                   | •               |               |
| Toy making                      | •                           | •              | •                   | •               |               |
| Washing                         | •                           | •              | •                   | •               |               |
| Weddings                        |                             | •              | •                   | •               |               |
| Working with herbs              | •                           | •              | •                   | •               |               |
| Banking and exchange activities |                             |                | •                   | •               |               |
| Blacksmithing                   |                             | •              | •                   | •               |               |

|                                                               | Interpretive Period |         |              |          |        |
|---------------------------------------------------------------|---------------------|---------|--------------|----------|--------|
| ACTIVITIES                                                    | Indian/<br>Kumeyaay | Mexican | Transitional | American | Modern |
| <b>Business Activities and Government</b>                     |                     |         |              |          |        |
| Baker, bake oven firing, baking                               |                     | •       | •            | •        |        |
| Boat building                                                 |                     | •       | •            | •        |        |
| Brick masonry                                                 |                     |         | •            | •        |        |
| Period street vendors in plaza                                |                     | •       | •            | •        |        |
| Cooper work                                                   |                     |         | •            | •        |        |
| Daguerreotype Artist at work                                  |                     |         | •            | •        |        |
| Farrier work—shoeing horses                                   |                     | •       | •            | •        |        |
| Fisherman fixing nets                                         |                     | •       | •            | •        |        |
| Furniture making, caning chairs                               |                     | •       | •            | •        |        |
| Gunsmith—repairing weapons                                    |                     | •       | •            | •        |        |
| Jail with prisoner(s)                                         |                     | •       | •            | •        |        |
| Laborer loading a <i>carreta</i> , wagon                      |                     | •       | •            | •        |        |
| Leather working: scraping, curing, tanning hides, fabrication | •                   | •       | •            | •        |        |
| Milliner making hats                                          |                     |         | •            | •        |        |

|                                                  | Interpretive Period         |                |                     |                 |               |
|--------------------------------------------------|-----------------------------|----------------|---------------------|-----------------|---------------|
|                                                  | <i>Indian/<br/>Kumeyaay</i> | <i>Mexican</i> | <i>Transitional</i> | <i>American</i> | <i>Modern</i> |
| <b>ACTIVITIES</b>                                |                             |                |                     |                 |               |
| Newsboy selling papers                           |                             |                | •                   | •               |               |
| Official translator at work                      |                             | •              | •                   | •               |               |
| Politician campaigning                           |                             | •              | •                   | •               |               |
| Printing demonstrations                          |                             |                | •                   | •               |               |
| Ranchero, vaquero at work                        |                             | •              | •                   | •               |               |
| Restaurateur                                     |                             |                | •                   | •               |               |
| Shoemaking                                       | •                           | •              | •                   | •               |               |
| Surveyor at work                                 |                             |                | •                   | •               |               |
| Tinsmithing                                      |                             | •              | •                   | •               |               |
| Tool demonstrations                              |                             | •              | •                   | •               |               |
| Town crier                                       |                             | •              | •                   | •               |               |
| Wagon / <i>carreta</i> repair, wheelwright       |                             | •              | •                   | •               |               |
| <b>Entertainment</b>                             |                             |                |                     |                 |               |
| <i>Adivinanzas</i> (version of riddle and rhyme) |                             | •              | •                   |                 |               |
| Dancing demonstrations                           | •                           | •              | •                   | •               |               |

|                                                                                                                                                                                                                     | Interpretive Period |         |              |          |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------|--------------|----------|--------|
| ACTIVITIES                                                                                                                                                                                                          | Indian/<br>Kumeyaay | Mexican | Transitional | American | Modern |
| Fourth of July and other parades                                                                                                                                                                                    |                     |         | •            | •        |        |
| Historic bowling tournament                                                                                                                                                                                         |                     |         | •            | •        |        |
| Folk dramas: <i>Pastorela</i> , <i>Los Pastores</i>                                                                                                                                                                 |                     | •       | •            | •        |        |
| Gambling: <i>faro</i> , <i>monte</i> , <i>lansquent</i> , Indian games                                                                                                                                              | •                   | •       | •            | •        |        |
| Games: <i>graces</i> , <i>marbles</i> , <i>dominoes</i> , <i>croquet</i> , <i>cat’s cradle</i> , <i>chess</i> , <i>backgammon</i> , <i>billiards</i> , <i>games on horseback</i> , <i>Indian games</i>              | •                   | •       | •            | •        |        |
| George Washington’s birthday (February 22, 1732) celebrated                                                                                                                                                         |                     |         | •            | •        |        |
| Horse races and other competitions                                                                                                                                                                                  |                     | •       | •            | •        |        |
| Mock “bull fights”                                                                                                                                                                                                  |                     | •       | •            |          |        |
| Music: traditional Indian, <i>cancións</i> , <i>fandangos</i> , <i>bands</i> , <i>sea shanties</i> , <i>Stephen Foster waltzes</i> , <i>minstrels</i> , <i>hurdy gurdy</i> , <i>banjo and guitar</i> , <i>bells</i> | •                   | •       | •            | •        |        |
| Period baseball                                                                                                                                                                                                     |                     |         |              | •        |        |
| Storytelling                                                                                                                                                                                                        | •                   | •       | •            | •        |        |
| Traveling Shows–theatrical, puppet shows, etc                                                                                                                                                                       |                     | •       | •            | •        |        |
| Traveling circus or acrobats                                                                                                                                                                                        |                     |         | •            | •        |        |



# *Old Town San Diego Scenarios*

Old Town San Diego's history is filled with memorable occasions that would be ideal for reenactments or living history. These programs can engage the public and breathe life into the historic streets of the park. Scenarios are small plays or vignettes that involve two or more characters in a living history setting. Dedication to historical accuracy and historical honesty, as well as attention to detail, is essential for the effectiveness of the scenarios. The programs can be scripted, but can also be improvised, depending on the skill and comfort level of the participants.

Scenarios and programs in Old Town San Diego should reflect the park's interpretive themes in some way. One measure of success will be how well the programs contribute to the public's understanding of Old Town. The following scenarios concepts should be considered when developing new programs for the park. Consideration should be given to creating a balance of the various time periods portrayed.

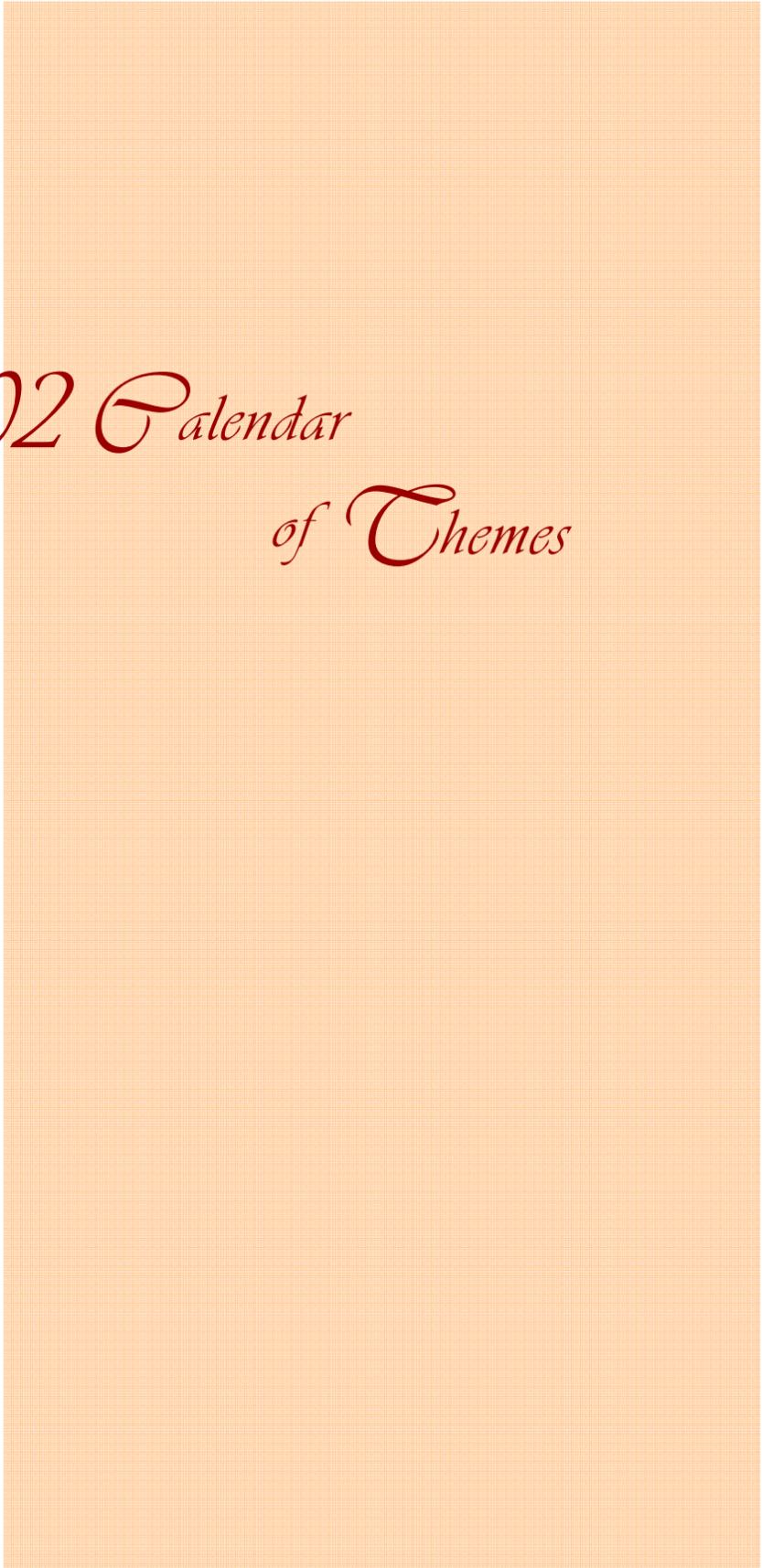
| SCENARIOS                                                                                               | Interpretive Period         |                |                     |                 |               |
|---------------------------------------------------------------------------------------------------------|-----------------------------|----------------|---------------------|-----------------|---------------|
|                                                                                                         | <i>Indian/<br/>Kumeyaay</i> | <i>Mexican</i> | <i>Transitional</i> | <i>American</i> | <i>Modern</i> |
| <b>Everyday Life Scenarios</b>                                                                          |                             |                |                     |                 |               |
| Auction of goods                                                                                        |                             |                | •                   | •               |               |
| <i>Ayuntamiento</i> meeting                                                                             |                             | •              |                     |                 |               |
| Banking and exchange                                                                                    |                             |                | •                   | •               |               |
| Barber—shaving, cutting hair                                                                            |                             |                |                     |                 |               |
| Barter and exchange among merchants and residents                                                       |                             | •              | •                   | •               |               |
| Blessing <i>adobe</i> buildings, blessing of the animals                                                |                             | •              | •                   | •               |               |
| City council election and meetings                                                                      |                             |                | •                   | •               |               |
| Demonstration of Old Town's diversity through languages used (Spanish, Kumeyaay, English, German)       | •                           | •              | •                   | •               | •             |
| Dentist at work                                                                                         |                             |                | •                   | •               |               |
| Funeral traditions and processions                                                                      | •                           | •              | •                   | •               |               |
| Farmer's market                                                                                         |                             | •              | •                   | •               | •             |
| Gathering news for the <i>S.D. Herald</i> or <i>S.D. Union</i> , setting up a newspaper for publication |                             |                | •                   | •               |               |
| Gold seekers' squat in the plaza                                                                        |                             |                |                     | •               |               |

| SCENARIOS                                                                   | Interpretive Period         |                |                     |                 |               |
|-----------------------------------------------------------------------------|-----------------------------|----------------|---------------------|-----------------|---------------|
|                                                                             | <i>Indian/<br/>Kumeyaay</i> | <i>Mexican</i> | <i>Transitional</i> | <i>American</i> | <i>Modern</i> |
| Hide trading with merchants                                                 |                             | •              | •                   |                 |               |
| Hotel keeping                                                               |                             |                | •                   | •               |               |
| Itinerant vendors / salesmen<br>showing their wares                         |                             | •              | •                   | •               |               |
| Merchandise from a trade ship<br>brought by wagon and off<br>loaded in town |                             | •              | •                   | •               |               |
| Military drills, parades, musters                                           |                             | •              | •                   | •               |               |
| Multicultural period theater<br>programs                                    | •                           | •              | •                   | •               | •             |
| New immigrants arrive in Old<br>Town                                        |                             | •              | •                   | •               |               |
| Operating stagecoach and wagons                                             |                             |                |                     | •               |               |
| Pack train arrives with<br>merchandise                                      |                             | •              | •                   |                 |               |
| Period school programs                                                      |                             | •              | •                   | •               |               |
| Postal letters arrive by stagecoach<br>or steamer                           |                             |                | •                   | •               |               |
| Prisoners in jail                                                           |                             | •              | •                   | •               |               |
| <i>Pueblo Fiestas: Guadalupe, Dios de<br/>los Muertos, etc.</i>             |                             | •              | •                   | •               |               |
| Reenacting traditional pageants:<br><i>Pastorela, Los Pastores</i>          |                             | •              | •                   | •               |               |

| Interpretive Period                                                             |                     |         |              |          |        |
|---------------------------------------------------------------------------------|---------------------|---------|--------------|----------|--------|
| SCENARIOS                                                                       | Indian/<br>Kumeyaay | Mexican | Transitional | American | Modern |
| Religious services and ceremonies—shaman, priest, or rabbi                      | •                   | •       | •            | •        |        |
| Shaman, doctor administering to patients                                        | •                   | •       | •            | •        |        |
| <i>Serenata</i> (serenade) and courtship customs                                | •                   | •       |              |          |        |
| Stagecoach in operation                                                         |                     |         |              | •        |        |
| Tool demonstrations—master and apprentice                                       | •                   | •       | •            | •        |        |
| Wedding fiestas and celebrations                                                | •                   | •       | •            | •        | •      |
| Historical Event Scenarios                                                      |                     |         |              |          |        |
| 1820s - Otter hunters come to the <i>pueblo</i>                                 |                     | •       | •            |          |        |
| Jedediah Smith (1826), James Ohio Pattie (1828) / trappers' arrests             |                     | •       |              |          |        |
| 1835 - Capt. Fitch appeals to the <i>alcalde</i> for a separation from his wife |                     | •       |              |          |        |
| 1835 - Richard Henry Dana and shipmates arrive in San Diego                     |                     | •       |              |          |        |
| 1846 – Gov. Pio Pico grants San Diego mission lands to Santiago Arguello        |                     | •       |              |          |        |
| 1846 - Conflict among families over Mexican War                                 |                     | •       |              |          |        |
| 1846 - American troops occupy Old Town                                          |                     |         | •            |          |        |

| SCENARIOS                                                                                    | Interpretive Period         |                |                     |                 |               |
|----------------------------------------------------------------------------------------------|-----------------------------|----------------|---------------------|-----------------|---------------|
|                                                                                              | <i>Indian/<br/>Kumeyaay</i> | <i>Mexican</i> | <i>Transitional</i> | <i>American</i> | <i>Modern</i> |
| 1846 - Arrival of Kit Carson or Lt. Beale after the Battle of San Pasqual                    |                             |                | •                   |                 |               |
| 1847 - Mormon Battalion's arrival in San Diego                                               |                             |                | •                   |                 |               |
| 1849 - Pacific Mail Steamship begins service to San Diego                                    |                             |                | •                   |                 |               |
| 1849 - Boundary Commission meetings and surveys                                              |                             |                | •                   |                 |               |
| Fourth of July celebrated                                                                    |                             |                | •                   | •               |               |
| Arrests and court trials: Garra (1852), Yankee Jim (1852), land claims, Courts (1855)        |                             |                | •                   | •               |               |
| Establishing the Masonic Lodge                                                               |                             |                | •                   |                 |               |
| Roy Bean duel                                                                                |                             |                | •                   |                 |               |
| 1853 – Lt. George Derby (Squibob) takes up residence                                         |                             |                | •                   |                 |               |
| 1854 - Speculators organize the San Diego & Gila, Southern Pacific and Atlantic Railroad Co. |                             |                | •                   |                 |               |
| 1857 - First overland mail reaches Old Town                                                  |                             |                |                     | •               |               |
| 1861 - Secessionists are arrested in San Diego                                               |                             |                |                     | •               |               |
| 1863 - Small pox epidemic in San Diego                                                       |                             |                |                     | •               |               |
| 1867 - Alonzo Horton promotes "New" Town                                                     |                             |                |                     | •               |               |

| Interpretive Period                                      |                             |                |                     |                 |               |
|----------------------------------------------------------|-----------------------------|----------------|---------------------|-----------------|---------------|
| SCENARIOS                                                | <i>Indian/<br/>Kumeyaay</i> | <i>Mexican</i> | <i>Transitional</i> | <i>American</i> | <i>Modern</i> |
| 1868 - First edition of <i>San Diego Union</i> published |                             |                |                     | •               |               |
| Sheriff McCoy collects taxes                             |                             |                |                     | •               |               |
| 1870 - Packing freight wagons for trip to Julian         |                             |                |                     | •               |               |



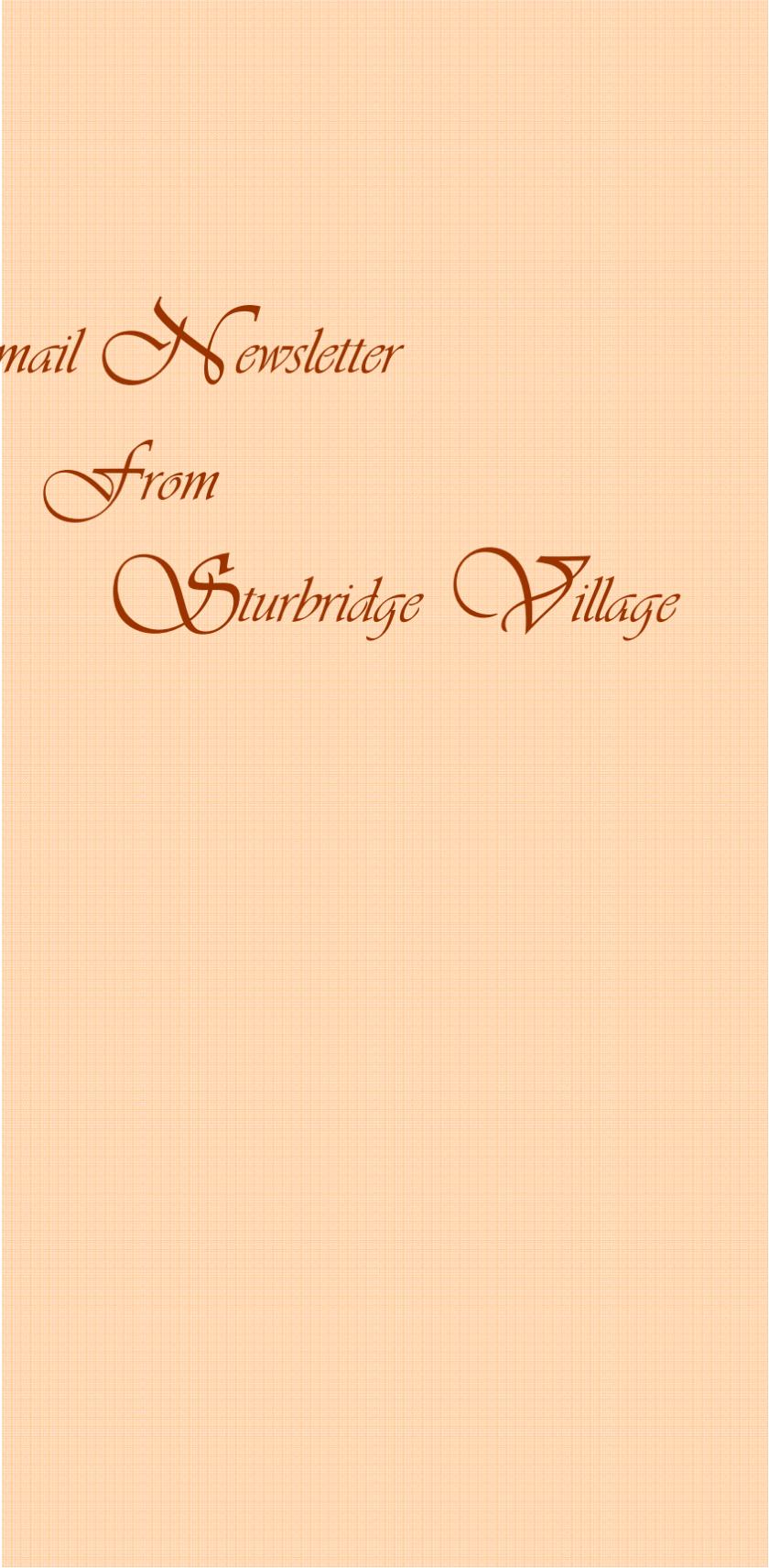
*2002 Calendar  
of Themes*

## 2002 Calendar of Themes

|          | THEME                                                  | ERA                      | ACTIVITIES                                                                                                                                                                                                   |
|----------|--------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| JANUARY  | Celebrate San Diego's new <i>pueblo</i> status.        | Mexican                  | It's 1835! Mexico has just conferred pueblo (town) status on San Diego. Watch the installation of officers (Juan Osuna as <i>alcalde</i> and Henry Fitch as city attorney) and celebrate.                    |
| FEBRUARY | Black pioneers look back on early San Diego.           | Mexican/<br>Transitional | Let Allen B. Light, an otter hunter and later game warden for the Mexican government, and Richard Freeman, who helped enforce the laws of early San Diego, regale you with their exploits.                   |
| MARCH    | Meet the Machado sisters--women of frontier San Diego. | Mexican/<br>Transitional | Find out about the healing arts from Juana; how to properly raise a family from Rosa and Maria Guadalupe; and learn Maria Antonia's secrets for operating a successful business.                             |
| APRIL    | U.S. and Mexican surveyors set a new boundary.         | Transitional             | Commissioners have arrived in San Diego (1850) to settle the location of the U.S. and Mexican boundary. Talk with the U.S. and Mexican soldiers who will be assisting these efforts.                         |
| MAY      | Make the acquaintance of gold seekers in San Diego.    | Transitional             | It's 1849! Meet the adventurers who have pitched tents in the plaza and crowded into San Diego. Hear their horrific stories about crossing the Isthmus and their hopes for finding a fortune in the "mines." |
| JUNE     | Elect San Diego's first American mayor.                | Transitional             | Join the last minute campaign to elect the first American mayor of the newly incorporated City of San Diego (April 1850). Will Joshua Bean be elected?                                                       |

|           | THEME                                                      | ERA                       | ACTIVITIES                                                                                                                                                                |
|-----------|------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| JULY      | 1860s-style American Independence Day Celebration.         | Transitional/<br>American | Wear your patriotic attire and participate in historical activities celebrating US Independence Day. Parades, games, period music, dance and more!                        |
| AUGUST    | The trial of “Yankee Jim” or pioneer justice in San Diego. | Transitional              | Truth or consequences in 1852. Visitors are invited to participate in the trial of “Yankee Jim” arrested for stealing a boat.                                             |
| SEPTEMBER | Fiestas Patrias— Mexican Independence Day Celebration      | Mexican                   | Pay tribute to our Mexican heritage and to the Mexican Independence Day, September 16, 1810. This will be a day of Californio dance, music, and games for all the family. |
| OCTOBER   | History, mystery, and scandals in Old Town.                | American                  | Read all about it in the <i>San Diego Union</i> (first published October 10, 1868), then see what really happened in the early days of San Diego!                         |
| NOVEMBER  | American soldiers occupy San Diego.                        | Transitional              | Witness how the war declared by the U.S. on Mexico (1846) has transformed the quiet pueblo of San Diego. Listen to the music of Commodore Stockton’s band!                |
| DECEMBER  | Remembering Traditions of Seasons Past.                    | Mexican/<br>American      | The park shares holiday traditions of our Californio and American residents from the 1840s and ‘50s, including an authentic version of a <i>Pastorela</i> nativity play.  |





*Email Newsletter*  
*from*  
*Sturbridge Village*

Greetings from Old Sturbridge Village Education Department!

January 2003

This month's issue focuses on 19th-century arts and fashion.

We would encourage you to forward this newsletter to interested colleagues. Feedback on this newsletter is also welcome; comments may be sent to [osved@osv.org](mailto:osved@osv.org).

Jan. 23, Thursday 1834

"I was subjected to one most unexpected expense. I burst my pantaloons and was compelled to purchase a new pair, the break being so bold that I dare not show myself in them. I gave ten dollars for new pair and was horribly cheated. How tailors will bite!"

Source: Christopher Columbus Baldwin, DIARY OF CHRISTOPHER COLUMBUS BALDWIN: LIBRARIAN OF THE AMERICAN ANTIQUARIAN SOCIETY 1829 û 1835. (Worcester: American Antiquarian Society, 1901), p. 267.

## FASHION

Christopher Baldwin undoubtedly would agree with the observation of William Alcott in 1833, "people form an opinion of us from our exterior appearance; and will continue to do so: and first impressions are very difficult to be overcome."

Clothing can tell us much about our culture and ourselves. How we dress, the fabrics and colors we choose, the cut of our clothes, construction, and how we dress our children can reveal our attitudes toward society, our interaction with the environment, levels of technology and economics, and attitudes toward child rearing.

In the early nineteenth century, boys and girls up to about age three were dressed in nearly identical clothing. Both small boys and girls wore frocks - dresses that ended a little below the knee. Girls and

boys would also wear trousers under their frocks. A boy's trousers might match the plain solid color of his frock; a girl's would most likely be white. Until 1850 these under "leggings" were called drawers. From about age three to six, boys might begin to wear a skeleton suit - a combination outfit with a top and pants that buttoned onto each other at the waist. A surtout might also be part of a little boy's wardrobe. These were short-waisted jackets with full dress-like skirts. All of these types of clothing are seen in period paintings of children. (A good source for period portraits is MEET YOUR NEIGHBORS: NEW ENGLAND PORTRAITS, PAINTERS & SOCIETY, 1790-1850, Sturbridge, Mass. 1992. This book is available in the Old Sturbridge Bookstore, <http://www.osv.org/Gifts/Index.html>. It contains more than 80 period portraits from Village, public, and private collections.)

At about age six or seven a boy would begin to dress like his older brothers and father, with shirt, vest, pantaloons, and a coat or spencer. Girls' dresses would begin to be hemmed longer, and they would begin to let their hair grow longer. Some time during the teen years a boy might be fitted for his first dress coat, and a teenage girl would put her hair up in the accepted adult style. Children, then, could match their physical and emotional development to the outward changes in their clothing.

What does clothing today reveal about modern culture?

Related articles from OLD STURBRIDGE VISITOR:

The Evolution of Female Fashion

<http://www.osv.org/education/OSVisitor/FemaleFashion.html>

Aspirations and Respectability

<http://www.osv.org/education/OSVisitor/AspirationsRespectability.html>

Baths, Brush Heads, Beards, and Two-Pronged Forks

<http://www.osv.org/education/OSVisitor/HistoryDetails.html>

VISIT OLD STURBRIDGE VILLAGE

Interested in learning more about early American portraits? Visit Old Sturbridge Village, and ask the Visitor Center about taking the "Talking Pictures" tour. "Talking Pictures--The Stories Early Portraits Tell" is a family guide that helps visitors explore portraits that can be found throughout the Village. It is free with Village admission.

## CLASSROOM ACTIVITY

Using class photographs from previous years (group or individual), ask the students to think about how their clothing in these pictures is different from what they're wearing right now. Think about:

What makes these outfits different from what you have on today?

Do you remember how you felt that day?

Who picked out the items you wore?

Why do people tend to put on their best or favorite clothes when they know they will be photographed?

What do these outfits tell us about ourselves?

## TEACHER WORKSHOPS

Join us on January 18, 2003 for a teacher workshop. We will be exploring the topics of Arts and Fashion in the early 19th century. For more information see:

<http://www.osv.org/education/NEExperience.html>

## SUMMER INSTITUTES FOR TEACHERS

July 21-25, 2003: Exploring Families Past and Present: Reading and Writing About History Participants are actively engaged in discovering the past through the eyes of a member of an 1830s family. Recommended for teachers of grades 3 through 5.

August 11-15, 2003: A World in Motion: Early 19th-Century America Spend a week exploring the historical era that Harriet Beecher Stowe called "a transition time of society." This participatory Institute uncovers parallels and differences between the early nineteenth century and our own time of change. Recommended for middle school and high school teachers.